



ELEMENTARY PHYSICAL EDUCATION

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ELEMENTARY PHYSICAL EDUCATION

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ALBERTA EDUCATION
JULY, 1982

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NOTE: This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the Program of Studies. In these instances, the content is in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

DIMENSIONS

Physical Fitness



Gymnastics



Games





Dance



Outdoor Pursuits



Track and Field



Aquatics

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I. INTRODUCTION

A. Foreword

Movement is basic to life. Every vocation, every recreational pursuit, every utilitarian activity involves movement. Physical education is concerned with contributing to the knowledge and understanding of movement and to the skill with which we use it.

The contribution of physical education can be significant if students, at the conclusion of their school lives, have developed knowledge and understanding of movement pertaining to all activity and, more important, an understanding of capabilities and limitations in relation to movement. Each child should have the opportunity to experiment with and discover new movements, and to select and consolidate those that relate to a wide variety of physical activities leading to a feeling of confidence when moving, whether the movement is relative to vocation, recreational pursuits, or to everyday needs. Each child should possess the knowledge, skill and understanding necessary to feel confident in any given situation requiring movement. Such skills, developed as a part of life in early years, are more apt to remain a part of life in the future.

Movement is very personal. It differs for every individual. Not only do individuals vary in skill or ability, but they also show great variation in their readiness to learn a given skill. Growth and development are also affected by hereditary and environmental factors. We must therefore recognize that individual differences do exist and we must cater to these differences. This dictates the kind of program and the kind of learning situation that must be created. Each child must be provided with the opportunity to proceed at his/her own rate in developing movement sequences and skills that are directly influenced by ability, readiness, and growth and development. All of this implies an "individual" approach to the teaching of physical education. The teacher must structure the lesson to provide the latitude of activity necessary for the individuals within the class.

Physical education is concerned with the development of the "whole" child through the medium of carefully selected physical activities. As an integral part of the total educational program physical education contributes to physical, mental, social and emotional development. This indicates that physical education has a part to play in the total educational experience of every child in our schools.

As education implies change as the result of knowledge and experience, physical education implies change as a result of movement. Children, particularly those of elementary school age, move naturally and freely. Although movement is individual, teachers must also recognize that children pass through various stages of growth and development. Programs in physical education must be cognizant of these stages.

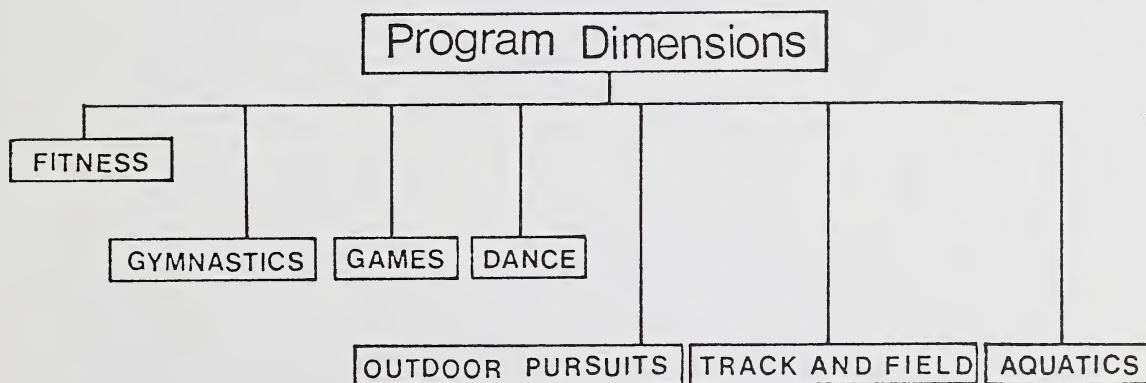
The natural activities of six, seven and eight-year-olds determine the content of the primary program. Through observing children it is possible to determine those movements which are inherent. Primary children run, jump, skip, roll, climb and take weight on various parts of the body. They enjoy communicating ideas and feelings through the medium of movement. They are fascinated by objects such as balls, bats, sticks and, if left to their own devices, invent games involving "How Many?" and "Who was First?" The running, jumping, rolling, balancing activities give rise to gymnastics. Through gymnastics an attempt is made to develop skill in body management and control which is basic to skill with apparatus, participation in games, swimming, outdoor pursuits, track and field, and skill in dance. The use of movement to communicate ideas and feelings readily develops into the dance program. The inherent love of play involving balls, sticks, and bats forms the basis of the games program.

Physical education is progressive. The program in Grades IV, V and VI builds upon the movement experiences of the primary grades. The gymnastics program becomes more demanding as more skill is required in the management and control of the body; dance demands more skill as the stimulus becomes more abstract; games demand greater flexibility of thought and action as the groups become larger and skills more difficult. Group work takes on greater importance as children learn to work together, accept responsibility and assume leadership and "followership" roles.

The physical education program continues to include the dimensions of games, gymnastics and dance. Four new dimensions have been added. Outdoor pursuits, aquatics, track and field and fitness are now part of the program.

The purpose of this guide is to provide teachers with an outline which will aid in the implementation of suitable and relevant programs for physical education in elementary schools. It incorporates a variety of practices and procedures to help teachers meet the physical education needs of the elementary school child.

This guide should be used in conjunction with the Alberta Education Program of Studies for Elementary Schools and the teacher resource handbooks. The physical education program goals and objectives that are contained in the Program of Studies are found in this curriculum guide as well. The program objectives have been further outlined into an activity format called the scope and sequence of activities. When planning a teaching unit, the scope and sequence of activities may be considered as a shopping list of skills to be drawn from. It is intended that this guide be used for planning a physical education program. The teacher resource handbooks that have been developed for the dimensions of games, gymnastics, fitness, outdoor pursuits, aquatics, and track and field, contain the suggested learning activities.



B. Rationale for Physical Education

The rationale for physical education as a subject taught in Alberta schools comes directly from the Goals of Basic Education for Alberta as adopted by the Alberta Legislative Assembly in 1978. In part these goals are as follows:

"Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

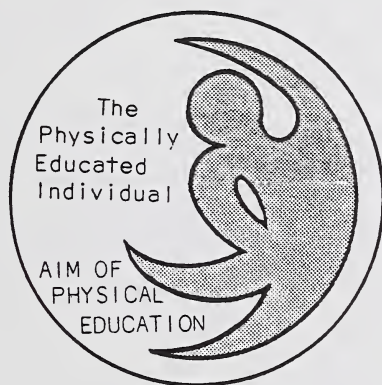
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical mental, and social well-being.

"Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an interest in cultural and recreational pursuits."

C. Aims of Physical Education

The aim of physical education is a physically educated individual who can develop an interest in physical activity as an essential component of an active, healthy lifestyle. Physical education is an integral part of the total schooling program. Through movement-centered experiences, physical education provides a basis on which the individual's development can be maximized in the psychomotor, cognitive and affective domains.



An outgrowth of physical education is quality and meaningful movement which is attained through carefully selected and sequenced experiences in the class instruction physical education program. These experiences allow the individual to respond physically at a level of performance related to the individual's level of development.

Much of the contemporary movement approach in physical education is based on the work done by Rudolph Laban. Although his work was primarily in the area of dance, others have adapted his work so as to apply it to other areas of physical education. Four main concepts can be used to classify movement in physical education.

1. Body Awareness - "What" the body moves.

- body parts
- body shapes
- transferring weight, e.g., cartwheel
- supporting weight, e.g., hanging from a bar
- balancing weight, e.g., head stand.

2. Space Awareness - "Where" the body moves.

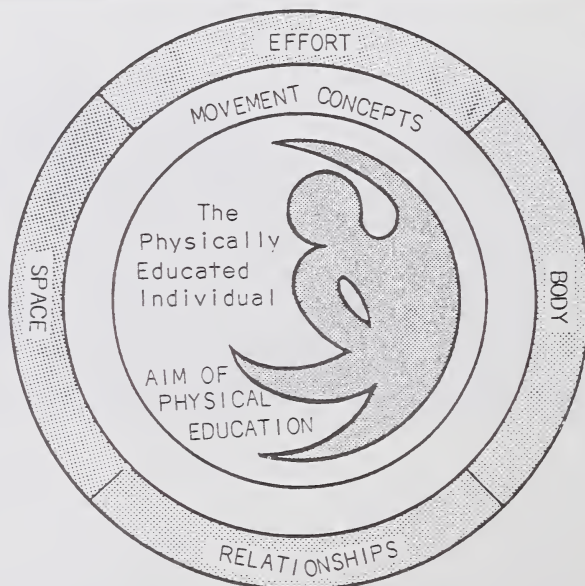
- directions
- levels, e.g., high, medium, low
- patterns, e.g., zig-zag, straight line, curve.

3. Effort - "How" the body moves.

- speed, e.g., slow, fast
- quality, e.g., strong, light
- flow, e.g., jerky, smooth.

4. Relationship - "With Whom" or "With What" the body moves.

- alone
- partner, group or team
- co-operative or competitive
- large apparatus, e.g., high bar
- small apparatus, e.g., balls and bats.



D. Learning Domains in Physical Education

Physical education contributes significantly to the satisfaction of the individual's physical, intellectual and social-emotional needs. The program should provide for:

1. psychomotor development as it pertains to motor proficiency and physiological functioning in the performance of physical activities;
2. cognitive development as it involves knowledge, perception, memory, imagination, creative ability, thinking and reasoning related to performing physical activities; and
3. affective development as it refers to emotional control and social adjustment both to self and others. It is concerned with developing an appreciation and enjoyment of an activity for its own sake; recognizing the individual self-worth of each participant; and realizing the importance of physical activity in the maintenance of personal health.

E. Goals of Physical Education *

The needs of the three learning domains provide the foundation upon which the following four physical education goals are formulated:

1. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING EFFICIENT AND EFFECTIVE MOTOR SKILLS AND APPLYING THESE SKILLS IN A WIDE VARIETY OF PHYSICAL ACTIVITIES;
2. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING PHYSICAL FITNESS;
3. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING KNOWLEDGE AND UNDERSTANDING OF FACTORS INVOLVED IN ATTAINING COMPETENCE IN AND APPRECIATION OF PHYSICAL ACTIVITY; and
4. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING POSITIVE PERSONAL ATTRIBUTES AND INTERPERSONAL RELATIONSHIPS INCLUDING A POSITIVE ATTITUDE TOWARDS CONTINUED PARTICIPATION IN PHYSICAL ACTIVITY.

* Adapted from the Secondary Physical Education Guide, Ministry of Education, Province of British Columbia, 1980.

GOAL 1
THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING EFFICIENT AND EFFECTIVE MOTOR SKILLS AND APPLYING THESE SKILLS TO A WIDE VARIETY OF PHYSICAL ACTIVITIES.

<u>Learner Outcomes</u>	By the end of the physical education program the individual should be able to demonstrate:
-------------------------	--

1. proficiency in locomotor skills such as walking, running, jumping and skipping, together with effective use of these skills in physical activities;
2. proficiency in non-locomotor skills such as pushing, pulling, bending, stretching and twisting, together with effective use of these skills in physical activities;
3. proficiency in motor abilities such as balance, hand-eye co-ordination and agility, together with effective use of these abilities in physical activities;
4. proficiency in manipulative skills such as throwing, catching, kicking and striking, together with effective use of these skills in physical activities;
5. proficiency in the use of space while moving in different directions, such as forward, backward and sideward movements, together with effective use of this ability in physical activities; and
6. proficiency in solving movement problems.

GOAL 2
THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING PHYSICAL FITNESS.

<u>Learner Outcomes</u>	By the end of the physical education program the individual should be able to demonstrate:
-------------------------	--

1. a personally appropriate level of physical development in the specific fitness components of cardiorespiratory endurance, muscular endurance, strength and flexibility;
2. knowledge about physical development in terms of age, height, weight and body composition;
3. the ability to assess and interpret personal physical fitness; and
4. a personal program of physical fitness maintenance.

GOAL 3

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING KNOWLEDGE AND UNDERSTANDING OF FACTORS INVOLVED IN ATTAINING COMPETENCE IN AN APPRECIATION OF PHYSICAL ACTIVITY.

Learner Outcomes

By the end of the physical education program the individual should be able to demonstrate knowledge and understanding of:

1. rules, techniques and strategies involved in various physical activities;
2. movement principles, including concepts related to body mechanics and safety, such as integrating time, weight and space in developing a successful action sequence;
3. concepts and methods necessary to achieve an appropriately high level of physical fitness such as the specificity of aerobic and anaerobic training and the importance of nutrition as it relates to physical activity;
4. physiological concepts related to physical activity such as the value of functionally effective posture and the effects of regular exercise on cardiorespiratory function; and
5. psychological concepts related to physical activity such as the relationship between physical activity and physical and mental stress.

GOAL 4
THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING POSITIVE PERSONAL ATTRIBUTES AND INTERPERSONAL RELATIONSHIPS INCLUDING A POSITIVE ATTITUDE TOWARDS CONTINUED PARTICIPATION IN PHYSICAL ACTIVITY.

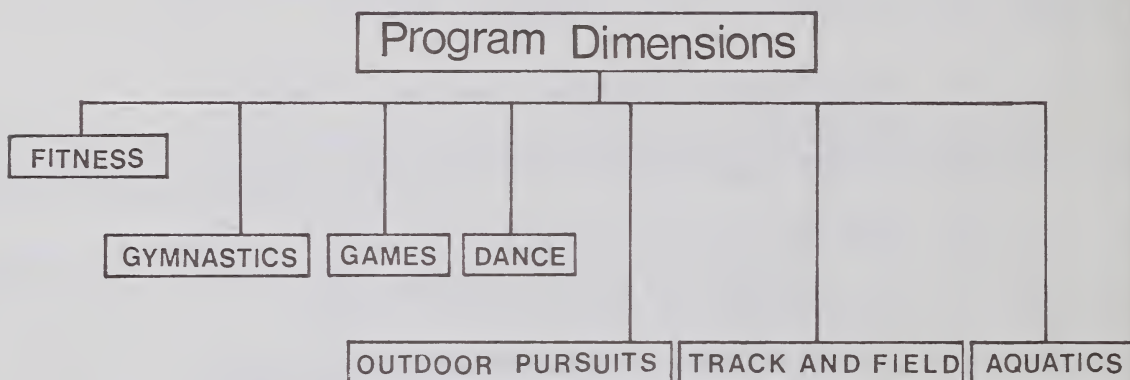
<u>Learner</u>	By the end of the physical education program the individual should be
<u>Outcomes</u>	able to demonstrate positive attitudes toward:

- 1. the achievement of personal competence in physical activities;
- 2. the unique physical ability of self and others;
- 3. acceptance of one's responsibility to self and others;
- 4. the development and lifetime maintenance of an appropriately high level of physical fitness;
- 5. physical activity as an aesthetic experience such as an appreciation of form and style as it applies to personal movement patterns;
- 6. physical activity as a social experience, such as appreciating the role of leadership through experience; and
- 7. the value of physical activity for health and fitness.

F. Physical Education Program Dimensions

As an integral part of the well-balanced physical education program, each dimension utilizes carefully selected activities to contribute to the development of the physically educated individual.

All seven dimensions of physical education are desirable in a well-balanced program. It is recognized that students may be excused from instruction in special circumstances and that local conditions (finance, facilities, equipment, religious persuasion, etc.) may preclude the offering of some activities in a given dimension.



Physical fitness emphasizes optimal functioning of the cardio-respiratory and musculo-skeletal systems and makes a significant contribution to the total well-being of the individual. The pursuit of physical fitness is an integral part of the other six program dimensions. In addition, the fitness dimension provides insights into the systems and functions of the body and how they are affected by movement and exercise.

Games activities emphasize sending, receiving and retaining skills, footwork, agility and body co-ordination, and elements of offense and defence.

Gymnastic activities emphasize body management skills which develop strength, flexibility and fluency of movement.

Dance activities, through a variety of dance forms, emphasize the expressive aspect of movement in which the body is used as a means for communicating ideas and feelings.

Outdoor pursuits emphasize physical activities requiring wise and careful use of the environment.

Aquatics use a unique environment to promote the safe pursuit of water related activities.

Track and Field emphasizes walking, running, jumping and throwing activities requiring speed, height, distance and endurance.

G. Physical Education Program Model

The various influences affecting physical education can be combined to formulate the physical education program model.

The aim of physical education is to develop a physically educated individual. To that end, four movement concepts influence an individual: Body Awareness - 'What' the body moves; Space Awareness - 'Where' the body moves; Effort - 'How' the body moves; and Relationships - 'With Whom' or 'With What' the body moves. Developmental needs affect the individual in three learning domains, psychomotor, cognitive, and affective. These needs can be translated into the four goals of physical education, fitness, knowledge, motor skills, and social-emotional skills. In order to successfully achieve the four goals, a balanced program with seven dimensions is utilized. These are fitness, games, gymnastics, dance, outdoor pursuits, track and field, and aquatics.



THE PHYSICAL EDUCATION PROGRAM MODEL

The aim of physical education is the physically educated individual.



Physical education contributes significantly to the satisfaction of the individual's physical, intellectual and social-emotional needs.





Movement is based on four concepts:



BODY AWARENESS -
"What" the body moves



SPACE AWARENESS -
"Where" the body moves



EFFORT -
"How" the body moves



RELATIONSHIPS -
"With whom" or "with what"
the body moves.



II. PROGRAM OBJECTIVES BY DIMENSIONS

Each of the seven program dimensions has objectives which identify the knowledge, attitudes, and physical and social skills. Each dimension provides for:

- P - Psychomotor development
- C - Cognitive development
- A - Affective development

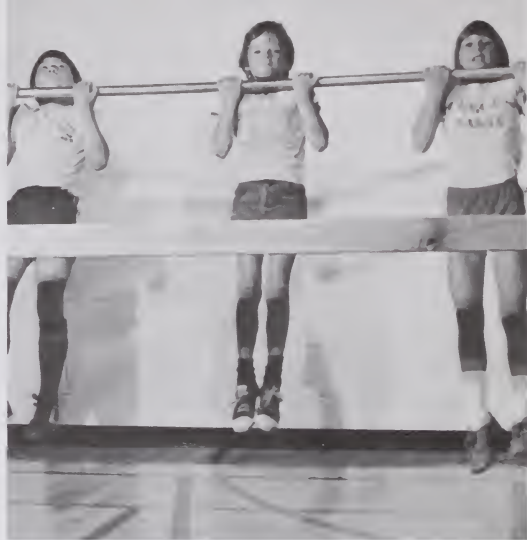
A. Physical Fitness

The following objectives identify the knowledge, attitudes, and physical and social skills related to the physical fitness dimension. Acknowledging individual differences, each child will:

OBJECTIVES	GRADE LEVEL					
	1	2	3	4	5	6
P Improve physical fitness through vigorous and continuous physical activity in all dimensions of the program.	*	*	*	*	*	*
P Learn to assess personal fitness levels by utilizing ongoing testing.	*	*	*	*	*	*
C Understand that physical fitness is essential to life.	*	*	*	*	*	*
C Understand the effects of exercise on the major components of the circulatory system.	*	*	*	*	*	*
C Understand the effects of exercise on the major components of the respiratory system.	*	*	*	*	*	*

	1	2	3	4	5	6
C Understand the effects of exercise on the major muscles, bones and joints.			*	*	*	*
C Understand that the ability to become fit differs from one person to another.			*	*	*	*
C Understand personal capabilities, potential and limitations related to physical fitness.				*	*	*
C Understand the processes of fitness conditioning.				*	*	*
C Understand how climatic conditions can affect lungs and limbs.				*	*	*
C Understand safety principles as they apply to physical fitness activities.	*	*	*	*	*	*
A Experience success and enjoyment through participation in physical fitness activities.	*	*	*	*	*	*

NOTE: * Indicates the grade level at which the objective receives teaching emphasis.



Each child will learn to assess personal fitness levels by utilizing ongoing testing.



B. Games

The following objectives identify the knowledge, attitudes, and physical and social skills related to the games dimension. Acknowledging individual differences, each child will:

OBJECTIVES

	1	2	3	4	5	6
P Stop, start, change direction and speed.	*	*	*	*	*	*
P Move into spaces and avoid others.	*	*	*	*	*	*
P Project, receive and retain games equipment with various body parts and implements.	*	*	*	*	*	*
P Feint and guard an opponent.				*	*	*
P Move into empty spaces to receive a games object.			*	*	*	*
P Apply games skills (above) in a variety of modified and informal games situations.			*	*	*	*
P Improve physical fitness through vigorous and continuous participation in games activities.	*	*	*	*	*	*
C Understand the difference between offence and defence.		*	*	*	*	*
C Understand basic games rules and apply them in games situations.			*	*	*	*



Each child will apply games skills (See B. Games) in a variety of modified and informal games situations.



	1	2	3	4	5	6
C Understand safety principles as they apply to games activities.	*	*	*	*	*	*
C Understand basic offensive and defensive strategies.				*	*	*
A Cooperate in partner and in small group situations.	*	*	*	*	*	*
A Accept winning and losing in a gracious manner.	*	*	*	*	*	*
A Experience success and enjoyment through participation in games activities.	*	*	*	*	*	*

NOTE: * Indicates the grade level at which the objective receives teaching emphasis.

C. Gymnastics

The following objectives identify the knowledge, attitudes, and physical and social skills related to the gymnastics dimensions. Acknowledging individual differences, each child will:

OBJECTIVES	GRADE LEVEL					
	1	2	3	4	5	6
P Perform a wide variety of actions engaging the whole body in locomotion.	*	*	*	*	*	*
P Demonstrate a wide variety of body shapes while engaging the whole body in locomotion and/or balance (stillness, i.e., weight bearing).	*	*	*	*	*	*
P Stretch and curl the body when moving or balancing.				*	*	*
P Twist and turn the body when moving or balancing.				*	*	*
P Perform a variety of weightbearing actions.	*	*	*	*	*	*
P Combine body actions in simple movement sequences.	*	*	*	*	*	*
P Demonstrate gymnastics sequences using different levels, directions and pathways.		*	*	*	*	*
P Demonstrate gymnastics sequences with variations in speed.			*	*	*	*
P Perform gymnastics sequences with a partner.			*	*	*	*



Each child will perform a variety of weight bearing actions.

	1	2	3	4	5	6
P Perform gymnastics sequences as a member of a small group.			*	*	*	*
P Apply gymnastics skills to small and large apparatus.	*	*	*	*	*	*
P Improve physical fitness through vigorous and continuous participation in gymnastics activities.	*	*	*	*	*	*
C Understand the body parts and their role in relationship to movement, shape and (whole body) function.		*	*	*	*	*
C Understand personal and general space.	*	*	*	*	*	*
C Understand safety principles as they apply to gymnastic activities.	*	*	*	*	*	*
C Know the proper care and handling of equipment.	*	*	*	*	*	*
A Cooperate with others.	*	*	*	*	*	*
A Experience success and enjoyment through participation in gymnastic activities.	*	*	*	*	*	*
A Appreciate the performance of self and others.	*	*	*	*	*	*

NOTE: * Indicates the grade level at which the objective receives teaching emphasis.

D. Dance

The following objectives identify the knowledge, attitudes, and physical and social skills related to the dance dimension. Acknowledging individual differences, each child will:

OBJECTIVES	GRADE LEVEL					
	1	2	3	4	5	6
P Demonstrate body awareness through movement involving shape, balance, and transfer of weight.	*	*	*	*	*	*
P Demonstrate space awareness through movement involving direction, level, and personal or general space.	*	*	*	*	*	*
P Demonstrate qualities of movement involving speed, force, flow.	*	*	*	*	*	*
P Demonstrate relationship through movement with a partner, small group or object(s).	*	*	*	*	*	*
P Demonstrate movement sequences in response to a variety of musical, verbal, and visual stimuli.	*	*	*	*	*	*
P Participate in a variety of rhythmic dance forms - creative, folk and square dance.	*	*	*	*	*	*
P Improve physical fitness through vigorous and continuous participation in dance activities.	*	*	*	*	*	*
C Understand various effort qualities in movement.		*	*	*	*	*



Each child will demonstrate body awareness through movement involving shape, balance, and transfer of weight.

Each child will demonstrate relationship through movement with a partner, small group or object(s).



GRADE LEVEL

	1	2	3	4	5	6
C Understand personal space, general space, and the inherent differences between the two.	*	*	*	*	*	*
C Understand the basic action words.	*	*	*	*	*	*
C Understand traditional body actions in order to discover greater ranges of those actions and functions.			*	*	*	*
C Understand relationship changes between parts of one's own body.			*	*	*	*
C Understand spatial actions and effort actions.					*	*
C Understand safety principles as they apply to dance activities.	*	*	*	*	*	*
A Experience enjoyment of dance. Demonstrate confidence in the presentation of dance culminations.	*	*	*	*	*	*
A Appreciate the aesthetics of dance.	*	*	*	*	*	*
A Experience feelings of success and enjoyment through participation in dance activities.	*	*	*	*	*	*

NOTE: * Indicates the grade level at which the objective receives teaching emphasis.

E. Outdoor Pursuits

The following activities comprise the outdoor pursuits dimension: Ice Skating, Snow-shoeing, Cross Country Skiing, Downhill Skiing and Orienteering.

SPECIAL NOTE: Although outdoor pursuits is considered to be an important part of the well-balanced physical education program, decisions as to what activities should occur will depend upon climate, geography, resources and equipment.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the outdoor pursuits dimension. Acknowledging individual differences, each child will:

OBJECTIVES	GRADE LEVEL					
	1	2	3	4	5	6
P Apply and extend basic movement skills (e.g. stop, start, change direction and speed) in outdoor pursuits. <i>These are given in detail in other dimensions in this guide.</i>	*	*	*	*	*	*
P Improve physical fitness through vigorous and continuous participation in outdoor pursuits.	*	*	*	*	*	*
C Understand applications of orienteering skills.	*	*	*	*	*	*
C Understand the use of clothing and footwear appropriate for activities in the winter outdoors.	*	*	*	*	*	*
C Understand safety principles as they apply to outdoor pursuits activities.	*	*	*	*	*	*



Each child will improve physical fitness through vigorous participation in outdoor pursuits.



Outdoor Pursuits photographs
courtesy Calgary
Board of Education

	1	2	3	4	5	6
A Cooperate in partner and small group situations.	*	*	*	*	*	*
A Exhibit positive attitudes toward participation in physical activity in the outdoors in all seasons.	*	*	*	*	*	*
A Enjoy participation in low organizational games in the outdoors.	*	*	*	*	*	*
A Experience success and enjoyment through participation in outdoor pursuits activities.	*	*	*	*	*	*

NOTE: * Indicates the grade level at which the objective receives teaching emphasis.

F. Aquatics

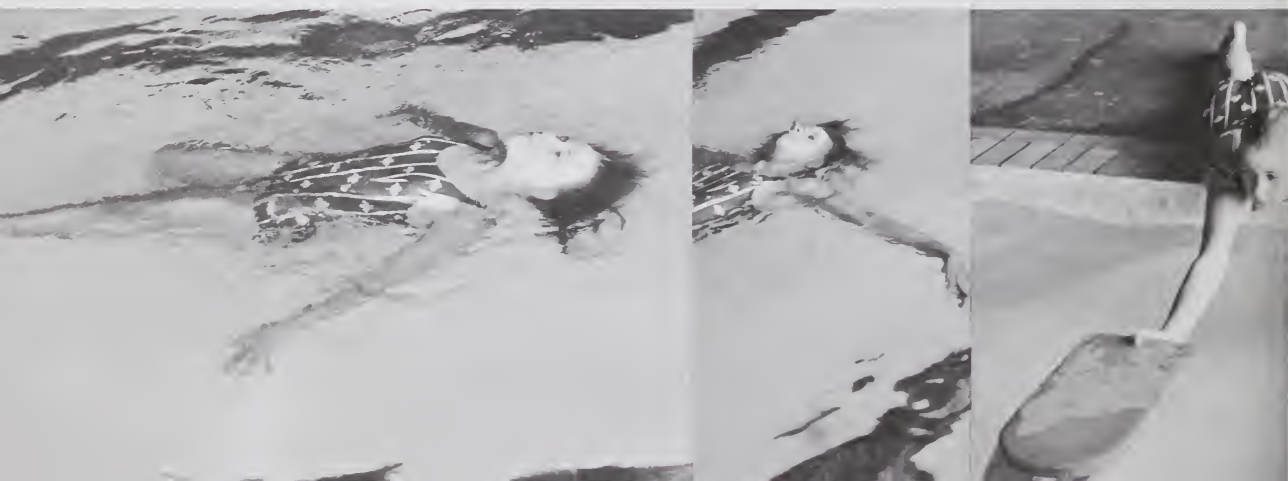
The following objectives identify the knowledge, attitudes, and physical and social skills related to the aquatics dimension. Acknowledging individual differences, each child will:

OBJECTIVES	GRADE LEVEL
<p>P Demonstrate aquatics skills in the following areas:</p> <ul style="list-style-type: none"> - Orientation to water. - Propulsion through water. - Safety in, on or near the water. 	<p>To ensure appropriate sequential development it is recommended that a program such as the Red Cross Water Safety Program and/or the Y.M.C.A. Learn to Swim Program be used to meet individual student needs.</p>
<p>P Improve physical fitness through vigorous and continuous participation in aquatics activities.</p>	
<p>C Understand the principles associated with buoyancy, body shape, and propulsion in the water.</p>	<p><u>A minimum of at least one exposure to a swimming and water safety program is the requirement during the elementary years.</u></p>
<p>C Understand safety principles as they apply to activities in, on or near water.</p>	<p>Decisions as to when that experience should occur will depend upon the time needed, the availability of the facility, qualified personnel, transportation, and financial resources. Aquatics is considered a vital dimension of a well-balanced physical education program (an exposure = 10 to 12 well planned lessons).</p>
<p>C Understand the unique contribution of swimming to safety in water-related activities.</p>	
<p>A Participate in swimming and related activities in leisure time.</p>	
<p>C Experience success and enjoyment through participation in aquatics activities.</p>	



Each child will demonstrate aquatic skills in the following order:

- Orientation to water
- Propulsion through water
- Safety in, on or near water



G. Track and Field

The following objectives identify the knowledge, attitudes, and physical and social skills related to the track and field dimension. Acknowledging individual differences, each child will:

OBJECTIVES	GRADE LEVEL					
	1	2	3	4	5	6
P Throw small objects for distance.	*	*	*	*	*	*
P Run various distances at differing speeds.	*	*	*	*	*	*
P Jump for distance and for height.	*	*	*	*	*	*
P Demonstrate the form and pace associated with running sprints, relays and longer distances.				*	*	*
P Demonstrate the techniques of starting and finishing running events.				*	*	*
P Run over obstacles of various heights.	*	*	*	*	*	*
P Demonstrate the form associated with the approach, take-off and landing in jumping for height and for distance.					*	*
P Improve physical fitness through vigorous and continuous participation in track and field activities.	*	*	*	*	*	*
C Understand the basic techniques applied to running, jumping and throwing events.					*	*



Each child will demonstrate the form associated with the approach, take-off and landing in jumping for height and for distance.

	1	2	3	4	5	6
C Know the basic rules which apply to running, jumping and throwing events at this level.				*	*	*
C Understand safety principles as they apply to track and field activities.	*	*	*	*	*	*
A Interact positively with others while involved in running, jumping and throwing activities.	*	*	*	*	*	*
A Enjoy running, jumping and throwing outdoors.	*	*	*	*	*	*
A Demonstrate responsibility and co-operate through involvement in various aspects of the track and field program.				*	*	*
A Experience success and enjoyment through participation in track and field activities.	*	*	*	*	*	*

NOTE: * Indicates the grade level at which the objective receives teaching emphasis.



I. SCOPE AND SEQUENCE

OF ACTIVITIES FOR

ELEMENTARY PHYSICAL EDUCATION

The following scope and sequence is provided as a guideline for teachers to articulate learning activities with program objectives for each of the seven program dimensions.

A detailed offering of learning activities is provided in TEACHER RESOURCE HANDBOOKS for each program dimension.

Teachers are expected to select learning activities for each objective based on considerations such as the availability of facilities and equipment, time, season, teacher expertise and priorities appropriate to learner and local needs and interests.

FITNESS

Objective	Grade 1	2	3	4	5	6	Objective
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- Improve physical fitness through participation in vigorous activity.

- Improve physical fitness through vigorous and continuous physical activities in all dimensions of the program

- Learn to assess personal fitness levels by utilizing ongoing testing

- Learn to assess personal fitness levels by utilizing ongoing testing

- Understand that physical fitness is essential to life

- Understand that physical fitness is essential to life

- Understand the effects of exercise on the major components of the circulatory system

Understand that body heat and perspiration increase with exercise. Understand that food supplies the energy for exercise. Understand the safe limits of heart rate increase. Understand that heat generated by the body results from increased energy being burned during exercise.

Understand the relationship between perspiration and expiration to the loss of water from the body. Understand the effects of excessive water loss and the need for replenishment.

Understand that circulation can be increased to specific parts of or to the entire body. Understand the need for and effect of increased circulation.

- Understand the effects of exercise on the major components of the circulatory system

Recognize symptoms of exceeding the heart's ability to pump blood. Understand the consequences of exceeding the heart's limit to pump blood.

- Understand the effects of exercise on the major components of the respiratory system

Understand the lungs. Understand the function of the lungs.

Understand how the airway can become obstructed by articles in the mouth during exercise.

Demonstrate the interrelation of heart rate, respiratory rate and heat production.

Understand how breathing can control pain after chest injury.

- Understand the effects of exercise on the major muscles, bones and joints

- Understand the effects of exercise on the major muscles, bones and joints

Understand the basic functions of the muscles and bones.

Understand that body movement involves the interaction of muscles and bones.

Understand that people have different amounts of muscular strength and coordination.

Understand that muscles become exhausted and require time to rebuild energy.

- Understand the effects of exercise on the major muscles, bones and joints

- Understand that the ability to become physically fit differs from one person to another

Recognize the difference in peer's heart rates, breathing rates, shapes, sizes and musculature. Understand that physical differences affect individual performance.

Examine personal shape, size and conditioning in relation to others.

Recognize personal weaknesses and determine how these weaknesses can be corrected.

Understand there is a need for a lifetime personal fitness program. Understand how emotions can effect performance.

- Understand personal capabilities, potential and limitation related to physical fitness

- Understand personal capabilities, potential and limitation related to physical fitness

Understand the process of fitness conditioning

Understand that levels of physical fitness can be modified.

Understand the need for gradually slowing down after a vigorous activity.

Understand the need for nourishment to sustain vigorous activity.

- Understand the process of fitness conditioning

FITNESS

Objective Grade 1 2 3 4 5 6 Objective

- Understand how climatic conditions can affect lungs and limbs

Understand the relationship between extreme weather conditions and exercise.

Understand proper attire for a variety of activities during extreme weather conditions.

- Understand safety principles as they apply to physical fitness activities

- Understand safety principles as they apply to physical fitness activities

- Experience success and enjoyment through participation in physical fitness activities

- Experience success and enjoyment through participation in physical fitness activities

- *Stop, start, change direction and speed*

While walking, running, jumping, hopping, skipping, and galloping.

While moving forwards, backwards or sideways.

While dribbling or bouncing a ball.

While playing simple tag games.

While moving around or over equipment.

Refine previous locomotion skills and experience side-slipping. While using equipment. While moving in straight or curled pathways.

While moving quick stopping and starting.

Experience dodging an eluding partner.

Combine locomotion skills in all directions, at all speeds in straight, curved or zig-zag pathways.

Develop quick stopping and starting.

Experience dodging an eluding partner.

Develop specific footwork and running skills associated with the various types of games such as pivoting (basketball type games) and baserunning (fast-ball type games.)

Refine the footwork used in the various types of games in a variety of simple game-like situations.

Vary the footwork and bodywork used in a variety of "closed" and "open" activity opportunities.

- *Stop, start, change direction and speed*

Find own space: while walking, running, jumping, hopping, skipping, and galloping. While moving forwards, and backwards. While playing simple tag games. While using equipment such as a ball or hoop.

Move into spaces when others leave: while performing locomotion skills. While using various equipment in various ways. While playing 2 on 1 or "pig in the middle".

Move into spaces and avoid others while performing the specific skills of soccer, basketball, fast-ball, racquetball, volleyball, scoopball or floor hockey type games.

Refine spacing skills in all types of games with or without equipment.

Improvise alternate ways of moving into spaces and avoiding others.

- *Move into spaces and avoid others*

GAMES

Games environment and tasks are manipulated to make the objective increasingly challenging.

Objective	Grade 1	2	3	4	5	6	Objective
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- <i>Project, receive and retain a games object</i>	Toss up and catch large objects while stationary, while moving. Throw objects at a goal or target while stationary. Keep a ball moving by controlling it with the feet. Pat bounce a ball while stationary & while moving with hand or with a paddle bat. Keep an object in the air by hitting it using different body parts or a paddle bat. Roll a hoop or ball & run to receive it. Kick or shoot stationary objects at a goal or large target.	Toss up and catch a ball using implement such as a scoop. Toss & catch simple objects with a partner while stationary. Throw, kick or shoot objects at a guarded goal or target. Pass & receive a ball with partner using feet while stationary. Pass & receive a ball or puck while stationary, using a games implement such as a stick or scoop. Keep an object in the air by hitting it using hands, or a bat while moving. Kick or shoot moving objects.	Toss up and catch more difficult objects such as a ring or knotted rope. Toss & catch objects with a partner while moving. Toss & receive a variety of objects with a partner in a variety of ways while stationary and moving. Kick, throw or shoot moving objects into open spaces. Volley a ball to self. Volley a bird up using a paddle bat. Throw & catch objects at different levels. Control a ball while being guarded (as in soccer dribbling.) Punt a ball. Bat a moving object with head, arm or bat.	GENERAL ACTIVITIES (applicable to most types of games) - <i>Project, receive and retain a games object</i> Develop passing and receiving skills at all levels while stationary and while moving. Develop throwing, pitching and kicking skills for speed and accuracy. Develop ability to retain the games object while moving and while being guarded.	- <i>Project, receive and retain a games object</i>
BASKETBALL-TYPE GAMES - Develop dribbling - Adapt dribbling in a variety of skills to a variety of directions & pathways. Develop various means of shoot- skills to a variety of situations. Develop shooting skills to a variety of situations. Refine & vary dribbling skills. Refine & vary shooting skills.	SOCCER-TYPE GAMES Develop dribbling - Adapt dribbling techniques and im- provide additional dribbling skills. Develop kicking skills to a variety of situations. Develop kicking skills to a variety of situations. Refine kicking skills.	Develop ball- Adapt trapping skills. while station- variety of ary and while moving. Experience volleying the soccer ball with various body parts. Experience goal tending. Experience tack- ling (taking a ball away from an opponent).	Refine & vary dribbling skills. Refine & vary trapping skills. Refine goal- tending skills. Refine & vary tack- ling skills.		

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- Project, receive and retain a games object

- Project, receive and retain a games object

VOLLEYBALL-TYPE GAMES

Experience serving the ball tent serving in a variety of skills.

Refine & vary serving techniques.

Experience volleying a ball to others in a variety of ways.

Refine volleying techniques.

FOOTBALL-TYPE GAMES

Experience the techniques of running with the ball.

Refine ball carrying techniques.

Experience punt-kicking & place kicking in a football.

Refine kicking techniques.

Experience "hiking" a football.

Refine "hiking" skills.

FASTBALL-TYPE GAMES

Develop pitching, batting & fielding skills to various situations.

Refine pitching, batting & fielding skills.

RACQUET-TYPE GAMES

Develop various skills with a paddle bat or racquet.

Refine racquet or paddle bat skills.

SCOOPBALL AND FLOOR HOCKEY-TYPE GAMES

Develop various skills with the scoop or stick.

Refine scoop or stick skills.

GAMES

Objective Grade 1 2 3 4 5 6 Objective

- Feint and guard an opponent	Develop specific guarding skills associated with the various types of games. Take the games object away from an opponent.	Develop special-ty guarding techniques for situations such as a soccer "throw in". Develop taking possession of an object from an opponent. Fake to elude an opponent and apply it to the various types of games.	Refine guarding skills associated with the various types of games. Refine taking possession of a games object.	- Feint and guard an opponent
- Move into spaces to receive a games object	Four square, guard the bin, keep away, 2 vs. 2 hoopball, tag games, relays, 2 vs. 1, dodgeball, huntsman, catch your partners' tail.	One wall handball, one wall paddle ball, racquetball, jacks, skittle-ball, tag games, 2 vs. 1, dodgeball, doke your partner, quoit tennis, keep it clean, 2 vs. 2, 3 vs. 3.	Intercept a games object intended for someone else. Run into a space to catch a ball, volley a ball, hit a ball.	- Move into spaces to receive a games object
- Apply games skills in a variety of modified informal games situations	Games competing against self, hoopball, two square, hoop elimination, guard the bin, tag games, simple relays, pirates, pom-pom pullaway, stand in a hoop, grab the bacon.	One wall handball, one wall paddle ball, racquetball, jacks, skittle-ball, tag games, 2 vs. 1, dodgeball, doke your partner, quoit tennis, keep it clean, 2 vs. 2, 3 vs. 3.	SOCCER: Touchdown soccer, many goal soccer, mini soccer, lane soccer, line soccer. FOOTBALL: "yards", six gorilla touch, flag football, "passes", running yards. RACQUET OR BATS: Paddle badminton, pingminton, one bounce, paddle ball, "panic", donkey, steal a hoop, "pop up tennis". VOLLEYBALL: Newcombe, beachball, volleyball, one-bounce, prisoners. four court, mini volleyball.	- Apply games skills in a variety of modified informal games situations
			Develop goal guarding skills. Adapt goal guarding skills to a variety of situations.	
			Refine goalguarding skills.	
			Intercept a games object intended for someone else. Run into a space to catch a ball, volley a ball, hit a ball.	
			SOCCER: Touchdown soccer, many goal soccer, mini soccer, lane soccer, line soccer. FOOTBALL: "yards", six gorilla touch, flag football, "passes", running yards. RACQUET OR BATS: Paddle badminton, pingminton, one bounce, paddle ball, "panic", donkey, steal a hoop, "pop up tennis". VOLLEYBALL: Newcombe, beachball, volleyball, one-bounce, prisoners. four court, mini volleyball.	
			BASKETBALL: Skittle in the middle, bucketball, bench ball, mathball.	
			FASTBALL: Scoring runs, two pitch, twenty-one, run the bases, Danish rounders, hit pin, long ball, scrub.	
			SCOOPBALL: Touchdown, lane scoopball, scoopball.	
			RELAY GAMES: See handbook for a variety.	
			FLOOR HOCKEY: Skittle hockey, line hockey, lane hockey, zone hockey, floor hockey.	

- Improve physical fitness through vigorous and continuous participation in games activities

Daily locomotor activity and skill practice.

Daily locomotor activity and skill practice. 1, 1 vs. 1, 2 with 2, or 2 vs. 2) skill practicing games.

Daily locomotor activity and skill practice. 1, 1 vs. 1, 2 with 2, or 2 vs. 2) skill practicing games.

Game related locomotor and whole body warm up. Maximum activity opportunities during skill development and games.

NOTE: Cognitive and affective objectives for games are listed in Section II, Page 21

See Teacher Resource Handbooks

K-3 Games

Relay-Type Games

See Teacher Resource Handbooks

Soccer-Type Games

Football-Type Games

Hand, Paddle & Racquet-Type Games

Volleyball-Type Games

Basketball-Type Games

Scoopball-Type Games

Floor Hockey-Type Games

Fastball-Type Games

GYMNASTICS

The gymnastics environment and tasks are manipulated to make the objective increasingly challenging through eleven themes as explained in *Gymnastics: A Movement Approach*. These themes are:

1. The Body can move from place to place in many ways

2. The Body can BALANCE on or SUSPEND from body parts

3. The Body can make SHAPES when moving or balancing

4. The Body can be SYMMETRICAL or ASYMMETRICAL while moving or balancing

5. The Body can STRETCH or CURL while moving or balancing

6. The Body can TWIST and TURN while moving or balancing

7. The Body can move in different DIRECTIONS

8. The Body can move along different PATHWAYS

9. The Body can move or balance at different LEVELS

10. The Body can move at different SPEEDS

11. The Body can move or balance with a PARTNER or a SMALL GROUP

From Gymnastics: A Movement Approach, Physical Education Department, Curriculum Action Project, Calgary Board of Education.

Objective Grade 1 2 3 4 5 6 Objective

- Perform a wide variety of actions engaging the whole body in locomotion

Experience Theme 1:
The Body Can Move From Place to Place in Many Ways:
- stepping
- jumping
- sliding
- rocking
- rolling
- climbing
- swinging.

Develop skills of Theme 1.

Refine skills of Theme 1.

Vary and adapt the ways in which the skills of Theme 1 may be performed in a variety of "closed" and "open" situations.

Improvise additional ways that Theme 1 skills may be performed.

Compose or create original locomotion skills.

- Perform wide variety of actions engaging the whole body in locomotion

- Demonstrate a wide variety of body actions in locomotion or balance

Experience Theme 3:
The Body Can Make Shapes When Moving Or Balancing:
- round shapes
- stretched wide shapes
- stretched long shapes
- twisted shapes.

Refine skills of Theme 3.

Experience Theme 4:
The Body Can Make Symmetrical and Asymmetrical Shapes When Moving or Balancing:
- using arms
- legs
- whole body.

Develop the use of Theme 4 skills contrasting the top half of the body to the bottom half.

Refine the skills of Theme 4.

- Demonstrate a wide variety of body actions in locomotion or balance

- Stretch and curl the body when moving or balancing	Experience Theme 5: The Body Can Stretch and Curl When Moving or Balancing.	Include stretches and curls in the development of <u>all themes</u> .	- Stretch and curl the body when moving or balancing
- Twist and turn the body when moving or balancing	Experience Theme 6: The Body Can Twist and Turn When Moving or Balancing.	Twist and turn the body when moving or balancing	- Twist and turn the body when moving or balancing
- Perform a variety of weight bearing actions	Experience Theme 2: The Body Can Balance on or Suspend by Body Parts.	Vary the ways in which the skills of Theme 2 may be performed.	- Perform a variety of weight bearing actions
- Combine body actions in simple movement sequences	Experience the body actions introduced in Themes 1, 2 and 3 in two or three part sequences on the floor or apparatus.	Develop the body actions of Themes 1, 2 and 3 in three or more part sequences on the floor or apparatus.	- Develop the actions of Themes 6 and 9 in movement sequences.
- Demonstrate gymnastics sequences using different levels, directions, pathways	Include different levels, directions and pathways in Themes 1, 2 and 3.	Include different levels, directions and pathways in Themes 1, 2 and 3.	- Demonstrate gymnastics sequences using different levels, directions, pathways
- Demonstrate gymnastics sequences with variations in speed	Include variations in speed in Themes 1, 2 and 3.	Include variations in speed in Themes 1, 2 and 3.	- Demonstrate gymnastics sequences with variations in speed

GYMNASTICS

Objective Grade 1 2 3 4 5 6 Objective

- Perform gymnastic sequences with a partner	Experience Themes 1, 2 and 3 in simple partner work.	Develop Theme 11: The Body Can Move or Balance With a Partner or a Small Group: simple partner sequences to include: - copying - matching - using partners as obstacles.	Refine simple partner sequences and experience mirroring, assisting and flight, taking part of partner's weight, and taking all of partner's weight (Theme 11.)	Develop previous partner work and experience contrasting, assisting and flight, taking part of partner's weight (Theme 11.)	- Perform gymnastic sequences with a partner
- Perform gymnastic sequences as a member of a small group			Experience Theme 11 activities in small group.	Develop Theme 11 activities in small groups.	- Perform gymnastic sequences as a member of a small group
- Apply gymnastic skills to small and large apparatus	Experience Themes 1, 2 and 3 primarily on the floor, on benches, mats and low box horses, or other small equipment. Then experience the climbing apparatus on the climbing apparatus.	Apply the skills of Themes 1, 2 and 3 on the floor and on or around a variety of small apparatus arrangements. Develop the three themes on climbing apparatus.	Refine the skills of Themes 1, 2 and 3 on the floor and on or around small and large apparatus in a variety of arrangements.	Develop the skills of previous Themes and develop the skills of Themes 6 and 11 on all apparatus.	- Apply gymnastic skills to small and large apparatus
- Improve physical fitness through vigorous and continuous participation in gymnastics activities	Daily locomotion and weight bearing activities.	Daily locomotion and weight bearing activities.	Daily locomotion and weight bearing activities.	Daily locomotion and weight bearing activities.	- Improve physical fitness through vigorous and continuous participation in gymnastics activities

NOTE: Cognitive and affective objectives for gymnastics are listed in Section II, Page 24

NOTE: Cognitive and affective objectives for gymnastics are listed in Section II, Page 24

Objective	Grade 1	2	3	4	5	6	Objective
- Demonstrate body awareness through movement involving shape, balance and transfer of weight	Experience travelling actions which transfer the weight of the whole body. Experience the stopping of movement. Explore the actions of various body parts.	Experience whole body actions such as rising, sinking, spreading & shrinking. Develop activities using body parts. continuous movement and stopping movement.	Experience body parts leading a movement. Refine movements which use the whole body or body parts. Develop continuous movement and stopping movement.	Experience body shapes emphasizing stillness and motion.	Develop awareness of body shapes in motion & stillness. Experience symmetry and asymmetry of body shapes.	Develop awareness of the relationships of body parts to each other.	- Demonstrate body awareness through movement involving shape, balance and transfer of weight
- Demonstrate space awareness through movement involving direction, level, and personal or general space	Experience the use of various directions and levels.	Develop the use of directions and levels. Experience different pathways.	Develop pathways on the floor and in the air.	Develop use of directions and levels in combination with use of body shapes and parts.	Refine space awareness emphasizing directions, pathways, levels.	Develop movement to emphasize use of personal space & general space. Create additional movements which demonstrate space awareness and interesting use of space.	- Demonstrate space awareness through movement involving direction, level, and personal or general space
- Demonstrate qualities of movement involving speed, force and flow	Experience quick & slow movements. Experience strong and light actions.	Experience acceleration and deceleration. Develop quick and slow movements. Develop sudden and sustained movements. Develop strong & light movements.	Develop firmness & lightness. Develop suddenness & sustainment.	Combine firm & sudden movements: fine touch with suddenness: firm & sustained movement & fine touch.	Refine firm, fine, sudden and sustained movements.	Create additional movements which demonstrate the various movement qualities. Develop combinations of time & force to produce rhythms.	- Demonstrate qualities of movement involving speed, force and flow
- Demonstrate relationships through movement with a partner, small group or objects	Experience whole group activities.	Experience partner work in activities involving meeting & parting, rising and sinking. Develop whole group activities.	Develop partner work emphasizing changes in speed, force and flow.	Experience group sequences which show contrast, co-operation with others, and the use of climax.	Experience increased sensitivity in group work. Develop group sequences which demonstrate contrast and co-operation.	Experience movement in larger groups of 6 or 7. Develop sensitivity in group work. Experience interaction between groups.	- Demonstrate relationships through movement with a partner, small group or objects

DANCE

The dance environment and stimuli are manipulated to make the objective increasingly challenging.

Objective	Grade 1	2	3	4	5	6	Objective
- Demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli	Experience simple sequences to words, musical & visual stimuli. Experience starting a movement sequence.	Develop sequences to words, musical and visual stimuli. Develop starting skills & experience finishing a movement sequence.	Refine ability to compose sequences to a variety of stimuli. Develop starting & finishing skills & experience pauses in movement sequences.	Develop movement sequences demonstrating a broader range of body awareness, space, awareness, & movement qualities. Refine starting pausing & finishing skills.	Refine sequences to show increased sensitivity in response to stimuli. Adapt starting, pausing & finishing techniques to a variety of stimuli.	Improvise sequences to demonstrate sensitivity to stimuli & varied movement responses. Create various ways of starting, pausing & finishing skills.	- Demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- Participate in a variety of rhythmic dance forms - creative folk and square dances.	Experience simple folk dances using elements such as walking & clapping, with simple relationships to others.	Review simple folk dances. Experience more difficult dances featuring elements such as running, jumping, hopping.	Review previously learned dances. Experience more difficult dances featuring elements such as swinging with a partner and schottische step.	Experience simple square-type dances, such as the Virginia Reel. Experience, review and refine folk dances from a variety of countries featuring various steps, speeds and relationships to others.	Review previously learned square dances. Experience more difficult square dances.	Review previously learned square dances. Experience more difficult square dances.	- Participate in a variety of rhythmic dance forms - creative folk and square dances.
- Improve physical fitness through vigorous and continuous participation in dance activities	Experience daily activity through a continuum of exploration, repetition and consolidation of movement experiences.						- Improve physical fitness through vigorous and continuous participation in dance activities

NOTE: Cognitive and affective objectives for dance are listed in Section II, Page 27

NOTE: Cognitive and affective objectives for dance are listed in Section II, Page 27

- Apply and extend basic movement skills (e.g. stop, start, change direction and speed) in Outdoor Pursuits

It has been noted that the type of activity included in the outdoor pursuits dimension are dependent upon climate, geography, resources and equipment. In some schools or localities, a single activity such as skating or orienteering may be chosen for in-depth treatment at each grade level. In other schools or localities it may be decided that a number of activities can be selected for the purpose of introducing learners to the basic skills and knowledge associated with each.

Teacher resource handbooks are provided to help teachers plan appropriate instructional units and lessons in the outdoor pursuits activities selected for inclusion in the year's program. The activities should be sequenced to provide increasingly challenging opportunities depending upon the experience and needs of the students.

Guidelines suggesting when it is most appropriate to begin instruction in the outdoor pursuits activities are as follows:

Skating - grade 1

Snowshoeing - grade 3

Cross-country skiing - grades 4, 5 and 6

Orienteering - grade 2

Experience maximum activity during each class in the outdoors.

- Improve physical fitness through vigorous and continuous participation in outdoor pursuits

NOTE: Cognitive and affective objectives for outdoor pursuits are listed in Section II, Page 30

NOTE: Cognitive and affective objectives for outdoor pursuits are listed in Section II, Page 30

AQUATICS

Objective	Grade 1	2	3	4	5	6	Objective
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- Demonstrate aquatic skills in the following areas:
 - orientation to water
 - propulsion through water
 - safety in, on or near, water

Refer to the National Instructor Guide and Reference Supplement of the WATER SAFETY PROGRAM, Canadian Red Cross Society and/or THE YMCA LEARN TO SWIM PROGRAM.

- Demonstrate aquatic skills in the following areas:
 - orientation to water
 - propulsion through water
 - safety in, on or near, water

- Improve physical fitness through vigorous and continuous participation in aquatic activities

- Improve physical fitness through vigorous and continuous participation in aquatic activities

NOTE: Cognitive and affective objectives for aquatics are listed in Section II, Page 33

NOTE: Cognitive and affective objectives for aquatics are listed in Section II, Page 33

- *Throw small objects for distance*

- *Throw small objects for distance*

Refine throwing skills.

Adapt by throwing slightly larger or heavier objects.

Develop throwing with a running approach. Compete in small groups.

Refine throwing with a running approach. Compete in small groups.

Develop distance throwing from stationary position. Cooperate and compete with partner.

Experience throwing bean-bags and balls outside from a stationary position in a variety of game-like situations

- *Run various distances at various speeds*

- *Run various distances at various speeds*

Continue to run a variety of sprint distances individually and in small groups emphasizing speed.

Experience running for speed over increased distances.

Run a variety of sprint distances over a variety of shorter distances or in tag and relay games.

Experience jumping outdoors in a variety of game-like situations.

- *Jump for distance and height*

- *Jump for distance and height*

Refine skills in jumping for distance and height.

Develop consistent running approaches and takeoffs to jumps for height or distance. Develop flight and landing skills.

Experience jumping with a running approach. Develop take-off skills.

Refine jumping skills over a variety of higher objects. Jump to improve distance through experiencing a variety of take-off techniques.

Develop jumping from a standing position cooperating and competing with a partner.

Experience jumping outdoors for distance and height in simple game-like situations.

- *Demonstrate the form and pace associated with running sprints, relays and longer distances*

- *Demonstrate the form and pace associated with running sprints, relays and longer distances*

Continue to refine sprinting and middle distance running skills. Develop baton passing in relays. Refine middle distance pacing skills.

Refine sprinting skills over slightly longer distances. Experience visual baton passing in relay teams. Develop middle distance pacing skills.

Develop basic running form, while running in slightly longer straight paths to a line or object at full speed. Experience baton passing in simple relay games. Experience running middle distances.

TRACK AND FIELD

Objective Grade 1 2 3 4 5 6 Objective

- Demonstrate the techniques of starting and finishing running events			Experience standing start on a signal. Experience short races emphasizing the finish.	Develop standing start and finishing skills. Refine finishing skills.	Experience the crouch start. Refine finishing skills.	- Demonstrate the techniques of starting and finishing running events
- Run over obstacles of various heights		Experience running over low obstacles such as boxes, canes, ropes or elastics.	Develop running over low obstacles emphasizing good running form.	Experience lead leg action and trail leg action.	Develop lead leg action and trail leg action. Experience consistent hurdle height and distance while emphasizing speed and form.	- Run over obstacles of various heights
- Demonstrate the form associated with the approach take-off and landing in jumping for height and for distance				Develop consistent running approaches and takeoffs to jumps for height and distance.	Refine skills for running approaches and takeoffs to jumps for height and distance.	- Demonstrate the form associated with the approach take-off and landing in jumping for height and for distance
- Improve physical fitness through vigorous and continuous participation in track and field activities	Daily running, jumping, and throwing activities.	Daily running, jumping, and throwing activities.	Daily running, jumping, and throwing activities.	Daily running, jumping, and throwing activities.	Daily running, jumping, and throwing activities.	- Improve physical fitness through vigorous and continuous participation in track and field activities

NOTE: Cognitive and affective objectives for track and field are listed in Section II, Page 35

NOTE: Cognitive and affective objectives for track and field are listed in Section II, Page 35

How Children Learn Motor Skills

The preceding scope and sequence charts for each dimension are based on the theories of how children learn motor skills and of how teachers can manipulate the environment to help children to learn motor skills.

To encourage effective acquisition of motor skills, the following progression is recommended:

Children must first perceive and attempt to experience the feel of the skill.

Next, they should develop consistency in the skill basics by repeating patterns associated with the skill.

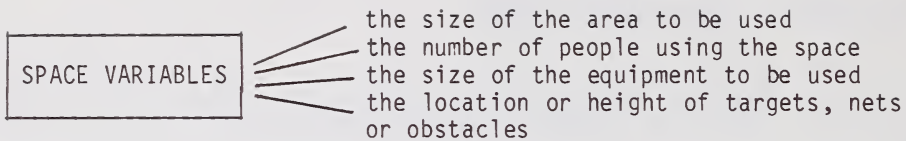
They may then adapt the skill to a variety of different "closed" or stable environment conditions while the skill is being performed. They should then have opportunities to refine the skill even further, which includes co-ordinating the skill with other appropriate skills.

Once children master the basic skill they may begin to improvise alternate ways of performing it.

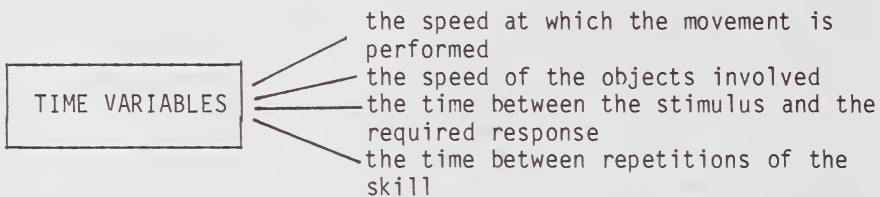
During their first exposure to a skill, children may progress only as far as the patterning of the skill. Higher grade experiences should attempt to build on what was accomplished in lower grades and present opportunities for adapting and refining the skills.

How Teachers Can Help Children to Learn Motor Skills

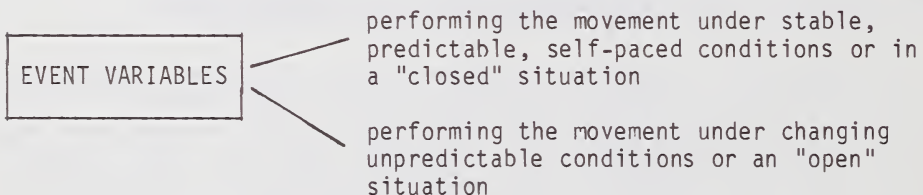
Some teachers of physical education believe that they, personally, must be physically skilled if students are to learn physical skills from them. In actuality, it is the teacher's ability to manipulate the learning environment which will contribute most to the students' acquisition of motor skills. When selecting activity to promote skill learning there are several variables which influence the complexity of the tasks. Variables which increase the difficulty or uncertainty of the task should be introduced gradually. The variables which the teacher can manipulate include:



EXAMPLE: The teacher of games skills can reduce their complexity by beginning with smaller playing areas, fewer players in each group, larger equipment and modified targets.



EXAMPLE: The teacher of folk dance may reduce the difficulty by slowing the music down while introducing steps. The dancers are most likely to perform the correct step if they are cued by the teacher well in advance. They will remember steps better if repetitions are frequent and closely spaced.



EXAMPLE: The teacher permits students to practise the standing sprint start on their own with no starter or opponents. Once the skills are accomplished, the task is "opened" by introducing a starter, and further complicated by including one or more starting competitors.

The scope and sequence charts suggest how and when skills might be introduced during Grades 1 to 6 to achieve the motor objectives of the elementary physical education program. Teachers may select skills from higher or lower grade levels depending on the skills which the students have or have not learned already. Whatever psychomotor skills the teacher decides are most appropriate for the students, the scope and sequence of the teaching should reflect a logic which arises from the theories of how children learn and what environmental conditions can help them the most.

It will be easily noted that no attempt has been made to provide a sequence of suggested activities dealing with knowledge (cognitive) and social (affective) outcomes. It is the responsibility of the teacher to become aware of these objectives and to ensure that lessons are planned to provide opportunities for children to develop and achieve optimum growth in relation to the objectives and the activity at hand. Thus, the learner will develop understandings related to skills; learn correct safety practices; learn how to co-operate with others; develop positive attitudes towards self, others and physical activity; and experience feelings of success and enjoyment through participation in an appropriate balance of activities selected from the seven program dimensions.

IV. PLANNING FOR TEACHING ELEMENTARY PHYSICAL EDUCATION

In planning for teaching elementary physical education, the selection of the content is based upon our knowledge of the growth and developmental patterns of children, the ways in which children learn, and the common elements of physical education.

A. Child Growth and Development Characteristics ¹

When teaching physical education, teachers should recognize and provide for some of the more important aspects of growth and development.

1. Children have an innate drive for activity. It is important to ensure maximum activity in all parts of the lesson, and in group situations teachers should keep numbers small enough to ensure high activity ratio.
2. Children mature and develop at different rates and individual differences exist regarding: fitness levels, skill background, talent, body build, physical maturity and emotional maturity. These factors imply a constant assessment of the readiness of children for learning new skills.
3. Young children have differing body builds; they possess different degrees of coordination; and they will put forth different degrees of effort in answering tasks. The teacher should be accepting of a wide range of answers to a set task. Also, as the student grows older his coordination will improve. Hence, more complex tasks can be dealt with effectively. Similarly, the older child can be expected to answer simple tasks in more refined ways.
4. The ability of young children to work in more socially complex situations improves as the children grow older. Teachers should assess the social readiness for such things as partner work and group work situations.

¹Gymnastics, A Movement Approach, Calgary Board of Education, 1979. Page 6.

B. Ways in Which Children Learn

Teachers of children in physical education are concerned with both the how and why of learning. On one hand, certain skills, knowledge and understanding, and attitudes and appreciations are learned through teacher guidance and direction. On the other hand, a child's self-direction (his exploration, inventiveness and problem-solving) are considered equally as important. Individual children's needs can be met in each of these areas with an understanding of the ways in which children learn.

1. Experimentation: Each child is provided with the opportunity and time to experiment with task(s) (guided experiences) in order to explore possible solutions. A variety of actions and ideas are explored.
2. Selection: The teacher assists in the selection of the appropriate solutions through observation and demonstration, and modifies the task(s) through the introduction of rules, limited space, or specific equipment. Upper levels are encouraged to become more selective.
3. Repetition: Children are provided opportunities for repetition of familiar activities with familiar equipment to achieve quality. Activities are individual and simple for beginning levels and many repetitions are necessary in order to develop skill. At senior levels, pupils combine a number of skills and perform the repetitions necessary for further improvement. At senior levels, skills may be further practised and improved by working in small groups.
4. Consolidation: The teacher assists children in consolidating and combining skills into quality performance through extension and refinement.

C. Program Centered Implications

In teaching physical education, all program dimensions have common elements which provide for the basis of the program content. Although activities in various dimensions may be quite different, the objectives determining the program content for each dimension are based upon common movement concepts.

1. Body Awareness: Movement for each dimension consists of footwork and bodywork. For example, types of movement include walking, running, swinging, sliding and gliding.
2. Space Awareness: Each dimension requires children to use space effectively either alone or with others. For example, space awareness is achieved through controlling movement in various directions, levels, and pathways.
3. Effort: The quality of movement or how the body moves through space is achieved through variations in speed, flow - smooth or jerky, or force - strong or weak movements.
4. Relationships: Movement occurs in relationships with equipment and/or with others. Skills such as throwing, bouncing, shooting, catching, develop relationships with objects. Relationships with others occur through developing social skills in cooperative or competitive situations.

D. The Exceptional Child

In physical education activities, characteristics of the atypical child include children who are highly skilled, slow learners, obese, hearing impaired or those who have perceptual-motor deficiencies. These exceptional students can be adapted into the physical education setting. Taking into consideration the ways in which children learn skills and concepts, the suggested methodologies that emphasize an individual approach to learning encourage children to respond to problems and tasks set by the teacher. The goal is for each child (within his or her particular capabilities) to respond to the best of his own abilities. This approach allows for all children to be successful, as success is determined by how well each child answers the tasks set out by the teacher.

As a result of the individualized approach, the exceptional child can experience feelings of self-worth and success. The regular physical education setting provides a unique opportunity for the atypical child to gain peer approval in an accepting atmosphere.

E. Yearly Planning Considerations

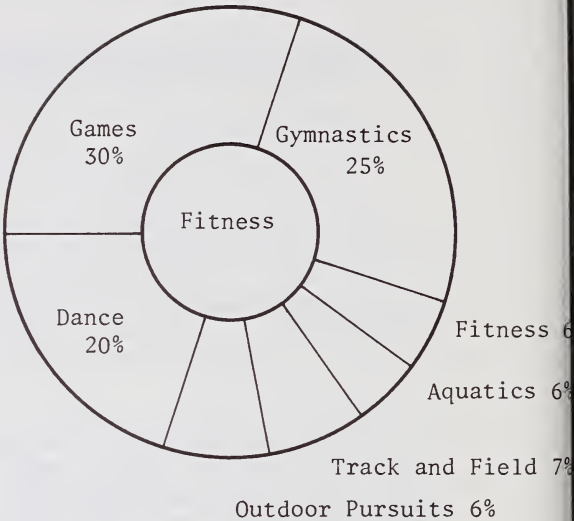
1. Program Balance

A balanced program of physical education should operate within a balanced school program. A school should first decide what proportion of the total school program physical education will occupy. The minimum recommended time allotted to physical education is 90 minutes per week.

Within the physical education program itself, balance must also be considered. Firstly, a balanced instructional program of physical education includes fitness, games, gymnastics, dance, outdoor pursuits, track and field, and aquatics. A program consisting of nothing but games is a games program, not a balanced physical education program. Secondly, a balance in the development of physical skills, physical fitness, knowledge, attitudes, and appreciations should be considered. Physical education is more than the development of physical skills. Through the careful selection of the teaching activities from the Teacher Resource Handbooks and the teaching techniques employed, all seven of these dimensions are attainable. Thirdly, the amount of time and energy the staff devotes to class instruction, intramurals and interscholastics must be balanced. In elementary school, the balance should be toward the class instructional program.

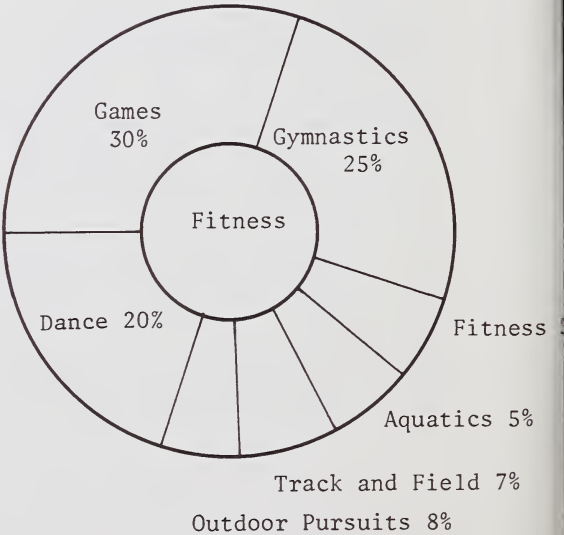
A balanced 1-3 physical education program is shown in the accompanying graphic. Note that "balanced" does not infer equal time on all dimensions. It is also important to keep in mind that the percentages illustrated are not the ideal nor the required amount but rather an indication of one possible balance.

Division I



Division II

A balanced 4-6 physical education program need not differ substantially from the 1-3 program. Note that the fitness programs occupy a small part of the program, that outdoor pursuits has increased but that the remainder of the dimensions are very similar. As with the 1-3 program "balanced" does not infer equal time to all dimensions.



2. General Planning Considerations

Not every elementary school physical education program is identical to all others--nor should they be. Many factors influence the organization and administration of the program and thereby the balance within it. These factors are different for each school and therefore each program is unique. They include:

- a. staff
- b. timetable
- c. school objectives
- d. facilities
- e. school policies
- f. transportation
- g. budget
- h. student background
- i. socio-economic factors
- j. community
- k. proximity to off-campus facilities
- l. class size
- m. grouping of students

3. Scheduling

There are various ways in which the lessons for each dimension may be scheduled in the year's program. The three suggestions described below are the block system, the alternate system, and the block-alternate system.

Block System: The block system permits comprehensive development of a theme or idea, as for example, in gymnastics. By having a unit of, say, two weeks on a gymnastics theme, children can receive continual and ongoing exposure. A block system helps minimize practical constraints such as setting up and taking down apparatus. Gymnastics equipment may be left out throughout the unit. Seasonal considerations often dictate the use of a block system. Outdoor pursuits such as cross-country skiing and snowshoeing may best be offered in blocks or units. Availability of equipment and facilities (skis, swimming pools, etc.) dictate use of a block system.

Block Method of Scheduling:

September	-	Games, Fitness
October	-	Gymnastics, Outdoor Pursuits
November	-	Dance
December	-	Games
January	-	Gymnastics
February	-	Dance, Outdoor Pursuits
March	-	Games
April	-	Gymnastics, Aquatics
May	-	Dance, Fitness
June	-	Track & Field, Outdoor Pursuits

Alternate
System:

The alternate system (alternate among the dimensions, presenting different lessons on different days) promotes variety for both teachers and student throughout a year. It ensures continual exposure to all dimensions, helping teachers and children to maintain levels of interest, skill, knowledge and attitude in each dimension continually. Teachers will often find continuity built in and between dimensions (gymnastics and dance for example, or games and track and field) so general concepts or themes may well be explored during the same time periods.

Alternate Method of Scheduling:

- | | | |
|------------------|---------------------------------------|---------------------------------|
| September - June | - Games: 1 lesson per week | |
| | - Gymnastics: 1 lesson per week | |
| | - Dance: 1 lesson per week | |
| | - Outdoor Pursuits: 1 lesson per week | |
| | - Fitness | |
| | - Aquatics | lessons alternating as required |
| | - Track and Field | |

The Block-Alternate System:

The block-alternate system may well provide teachers with the best of the advantages from each system. A concept or theme receives intensive exposure in a block of time, yet by including lessons in other dimensions during the block of time, teachers and children experience variety, continuity and continual exposure. This system will be influenced by classes scheduled away from the school building, classes scheduled out of the gymnasium, classes requiring special equipment (skis), and classes requiring transportation (swimming). Teachers may have a focus during one week of one dimension (gymnastics). Lessons would be offered two or three times that week in gymnastics, with apparatus remaining up (Tuesday to Thursday). Remaining lesson times in that week can be devoted to other dimensions (dance, games, etc.).

The Block-Alternate Method of Scheduling:

September Focus is
Outdoor Pursuits - 3 lessons
per week

+

- Gymnastics - 1 lesson per week
- Games - 1 lesson per week
- *Fitness - as required

October Focus is
Gymnastics - 3 lessons
per week

+

- Games - 1 lesson per week
- Dance - 1 lesson per week
- *Outdoor Pursuits - as required

November Focus is Dance - 3 lessons
per week

+

- Games - 1 lesson per week
- Gymnastics - 1 lesson per week

December Focus is Games - 3 lessons
per week

+

- Gymnastics - 1 lesson per week
- Dance - 1 lesson per week

January Focus is
Gymnastics

+

- Games - 1 lesson per week
- Dance - 1 lesson per week

February Focus is Dance - 3 lessons
per week

+

- Games - 1 lesson per week
- Gymnastics - 1 lesson per week
- *Outdoor Pursuits - as required

March Focus is Games - 3 lessons
per week

+

- Gymnastics - 1 lesson per week
- Dance - 1 lesson per week

April Focus is
Gymnastics - 3 lessons
per week

+

- Games - 1 lesson per week
- Dance - 1 lesson per week
- *Aquatics - as required

May Focus is Aquatics - 3 lessons
per week

+

- Games - 1 lesson per week
- Gymnastics - 1 lesson per week
- *Fitness - as required

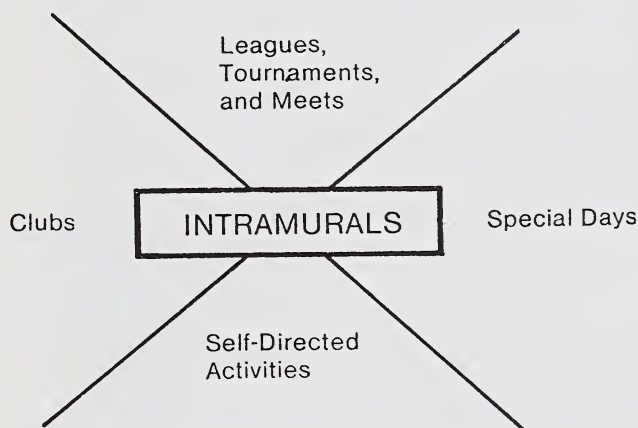
June Focus is Track
and Field - 3 lessons
per week

+

- Games - 1 lesson per week
- Gymnastics - 1 lesson per week
- *Outdoor Pursuits - as required

4. Intramurals and Interscholastic Activities

Intramurals are an integral part of a well-balanced physical education program. Intramural activities consist of leagues, tournaments and meets, special days, clubs, and self-directed activities.¹



Division One	Division Two
<p>Children in Division One may be ready for modified activities in an intramural program. They should be provided with play space and equipment for many informal types of activities during this time and be encouraged to participate in a wide variety of suitable activities. The informal activities should, however, be under the supervision of various members of the teaching staff.</p>	<p>The intramural program, at this level, should grow out of and coincide with the physical education program. It should consist of lead-up games which provide opportunities for basic skill practice in small competitive units, gymnastics activities, dance activities, fitness, special days, and track and field activities. Provision should be made for free choice of activity. Forced participation may result in a dislike of physical activity.</p>

¹Intramurals In The Elementary School, Canadian Intramural Recreation Association, and Calgary Board of Education, 1980, p.4.

A highly competitive, interscholastics program has no place in the elementary school. When games become too competitive, the tendency is towards specialization and concentration on raising the performance level of the highly skilled. However, elementary school children should be encouraged to participate in a wide variety of experiences after regular school hours, related to the various skills involved in the instructional program. In an educationally controlled competitive environment such as a club activity or a play day, children can participate for enjoyment and personal challenge while engaging in opportunities for higher skill development.

F. Unit Planning Considerations

A unit plan bridges the gap between a program as it appears in a curriculum guide, and the actual teaching of a lesson. The teacher plans units of instruction translating the goals and objectives of elementary school physical education into a sequenced program of activities. A teacher's effective decision-making in the area of unit planning depends on the teacher's use of this curriculum guide to accomplish the following tasks:

Familiarization: Teachers should familiarize themselves with the education program model which includes the rationale, aims and definitions of dimensions.

Teachers should become familiar with the objectives of physical education for each dimension for their grade.

Teachers should become familiar with the scope and sequence of activities for each dimension for their grade.

Teachers should become familiar with the teacher resource handbooks.

Time Allocation: Time should be allocated for each dimension based on the Program Balance suggestions contained in this chapter.

Skill Assessment: The unit plan should be based on an assessment of skill levels for the class, and for individual students.

Teachers need to
consider how
all possible
space - indoors
and outdoors -
can be used.



When weather permits,
activities in the out-
doors can be offered.
Lessons from a number
of dimensions - games,
gymnastics and dance -
can be conducted.



Scope and Sequence:

Based on the assessment of entry skills, teachers should refer to the "Scope and Sequence of Activities" as outlined in this guide and decide upon the activities to be offered in each dimension for the chosen period of time.

Teacher Resource Handbook:

From decisions made using the Scope and Sequence of Activities, teachers should refer to the teacher resources handbooks and select the teaching activities for particular lessons.

Facilities and Equipment:

The unit should be planned in accordance with the equipment and resources available in the school.

Evaluation:

The unit plan should contain an outline of the criteria used for the student evaluation process.

G. Lesson Planning Considerations

There is considerable similarity in the manner in which lessons are planned for the seven dimensions of the program. Each lesson has three parts:

1. The Introductory Activity

This portion of the lesson provides the transition from the classroom to the gymnasium. The activity is vigorous and individual and lasts for a maximum of five minutes.

2. The Movement or Skill Development

This is the part of the lesson where the children gain skill. A vocabulary of movement relative to each dimension is developed. The activity is usually individual and in Division II may last as long as fifteen minutes. As the children become more skillful, the time is shortened.

3. The Final Activity

The movement or skill development is put to practice. For example, it is here that the dance is created, the game is played, or movement sequences are performed on large apparatus. This period will often include work in groups. It receives a brief portion of time in the beginning stages but as the children gain skill, it becomes longer. Initially, in Division II, it may require ten minutes but later may be increased to twenty minutes.

Parts Of A Lesson

The following outline is based on a 30-minute class period:

Introductory Activity	3-5 minutes	<ul style="list-style-type: none">- individual- vigorous- leads into what is to be done in the skill development- teacher-directed tag-game, review of past work, or preparation for new work- teacher initiated
Skill Development	10-15 minutes	<ul style="list-style-type: none">- theme concept is developed- may relate to previous lessons- provides for repetition through a variety of activities- maximum participation- uses progression to meet each individual child's needs. Teacher continues to improve children's quality through coaching and questioning- provides for fun and success
Final Activity	10-20 minutes	<ul style="list-style-type: none">- consolidates the lesson naturally- skills are applied to apparatus, or with equipment, in a dance, or in a game- teachers continue to work on the quality of children's response

The lesson plan format should be a flexible guideline, not a rigid, unalterable plan for presenting skills and ideas to children. With the knowledge that it is children we are teaching, not a lesson, consideration should be given to planning a variety of lessons and also towards planning for variety within lessons.

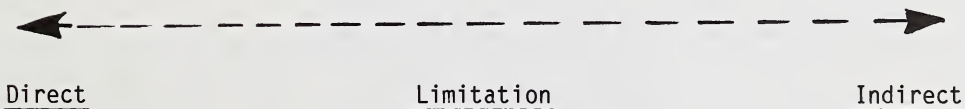
V. PROGRAM IMPLEMENTATION DETAILS

A. Teaching Strategies

The Direct, Indirect and Limitation Methods for Teaching Movement Education

Teaching methods are developed from an understanding of the learning process. Skill is acquired by imitating, experimenting, selecting and repeating. Children of all ages observe and copy the actions of others. Through their experimentation and from their observation, children are encouraged to select the most successful or expedient method of performing. Once selection is made, quality is achieved through repetition.

In order to allow for imitation, experimentation, selection and repetition, the teacher should be prepared to give the children some choice in selection of the activity, but at the same time provide the direction necessary to ensure quality of performance. Teaching methods move along a continuum from indirect to direct teaching. The most common method used moves along this continuum, and can be described as limitation method. It combines features of both the indirect and the direct teaching methods, and can sometimes be more directive, and at other times is more indirective.



Direct Method:

In this method both the choice of activity and the manner in which it is to be performed are decided by the teacher. It is particularly effective when the activity is within the range of the entire class or group and the teacher's interest is in improving the quality of a specific skill. Direct teaching is, however, basically of special value when coaching individual children. It should be used sparingly in total class instruction as it tends to discourage independence and initiative, may lead to stereotyped movements and does not allow for individual differences.

Example: (a) "Lie on your back with your knees bent, your feet on the floor and apart. Place your hands as for a backward roll, and push up to "crab" position.

(b) "Hop on the spot swinging your leg sideways and forward - ready - go."

NOTE:

These activities are described in dialogue form. Even though the activities are closely defined, their presentation is done in an informal conversational manner. At times, the teacher may demonstrate the movement first.

Indirect Method:

In this method the children are free to choose their own activity. It provides the teacher opportunity to discover the children's likes and dislikes and to assess the value of training given. The children have the opportunity to work at their own level, and to experience success. This method is particularly valuable for developing confidence, especially in the use of large climbing apparatus. Dangers in the method are that children may restrict activities to one particular movement, problems may arise in discipline and assessing progress is not always easy.

Example: (a) "Show me any way of curling your body."

(b) "How many ways can you move your legs?"

Limitation:

In this method, opportunities given for choice are limited by certain factors such as lesson theme, stated tasks and choice of apparatus. This method provides for individual differences, and allows for exploration and experimentation. All children are challenged and encouraged to use the assigned apparatus, to think in order to solve the problem that has been set and to relate actively to the theme established. They are provided with a sense of security and an opportunity to develop confidence and a feeling of success.

By varying and combining the methods of presentation the teacher gives greater opportunity for breadth and depth to the children's work, thereby adding variety and interest.

Example: (a) "Show any position with your body while taking weight on the hands and feet."

The limitation imposed is "taking the weight on the hands and feet." The child still has a variety of ways to use his/her body within the limitation of "taking weight." One of the ways may be the first example used in the Direct Method. The value here is that the child experiments and arrives at many different body positions through his/her own ingenuity. The teacher may have a definite skill in mind, but rather than impose his/her own idea immediately upon the class, it is much better to allow the child to explore all the possibilities. The teacher will also see many unique ideas in observing the class work and may use one or two of them to improve the range of movement of the others. The most common method of using children's ideas is to have them demonstrate to the class. The class may discuss what they have seen and the teacher may invite them to try the movement.

Example: (b) "Can you do any hopping movement while moving your legs in various directions?" The "limitation" here is "hopping" while there is freedom to develop any kind of leg movement.

B. Applying the Strategies to Gymnastics and Games

In simple vaulting activities, the following dialogues could be used:

Direct: "Run to the box, place both hands on the top and shoot your legs through between your arms to land on the mat at the other side."

Note: A demonstration may also be used.

Limitation: "Move over the box in different ways, taking the weight of your body on your hands."

Indirect: "Show me what you can do with the equipment."

In teaching contacting a moving object, the following would apply:

Direct: "Keep the ball in the air by hitting it with your fingertips above your head."

Limitation: "Can you keep the ball in the air using your arms and your hands only?"

Note: Another limitation here might be -

"Using any part of your body above your waist, keep the ball in the air." It is possible that some students may use their heads to keep the ball up. This can be demonstrated and tried as a preparatory experience for a future soccer lesson.

Indirect: "The equipment today is balls; what can you do with them?"

Work on apparatus such as benches:

Direct: "Taking your weight on your hands, travel along the bench, jumping your feet from side to side over the bench."

Limitation: "Travel along the bench, taking the weight of your body, first on your hands and then on your feet."

Indirect: "Show me different ways of moving on the apparatus."

Most teachers will not adopt any one style exclusively, but will find that combinations of all teaching styles is most effective. The breadth of concepts, skill, and attitudes learned in physical education and the variety of learners suggest that teachers should acquire an array of teaching methods or approaches.

Depending upon desired learner outcomes, subject matter, the nature of the learners, their stages in learning, and the numbers in the class, the teacher may use many methods in any one lesson. An effective teacher of physical education has a repertoire of methods and uses them in specific situations in relation to the specific needs of the moment.

C. Achieving Variety and Quality in Children's Work

Many variables may be manipulated by the teacher in order to develop variety or quality. Note that consideration should be given to achieving a balance between variety and quality in children's responses.

To develop variety:

a) Rephrase the task

b) Vary the:

Speed
Pathway
Number of parts used
Named parts used
Parts leading
Level
Shape
Order of sequence
Apparatus
Apparatus arrangement

To develop quality:¹

a) Insist that children answer the task.

b) Coach individuals stressing:

Time used: e.g.
Explode into action.
Make a faster start.
Move slowly into a balance.

Muscular tension required: e.g.
Lock elbows.
Be soft on feet.
Keep rigid.

Amount of Personal
Space Required: e.g.
Stretch toes to ceiling.
Tuck in arms and legs.

In order for children to achieve their greatest potential in both variety and quality of responses, teacher involvement and input through all parts of the lesson is necessary. Three strategies assist student development for variety and quality: effective use of questions and comments, teacher observation, and demonstrations.

1. Effective Use of Questions and Comments

Rephrase the Task: Rephrase a task to present the same challenge in a new way ("Balance on a foot, place your free foot behind you ... where else can you place your free foot?").

Rephrase (child): Ask a child to rephrase a task in his or her own words ("John, tell me how you can get more height in your jump?").

¹Gymnastics - A Movement Approach, Calgary Board of Education, 1980, page 15.

Class Coaching: The teacher, noting general difficulties, stops the class and provides teaching points. "We all need to try to throw our hands up to lead us in our jumps . . . let's try this again."

Individual Coaching: Noting individual differences, the teacher moves from child to child making comments and suggestions while the child and the class continues to work.

Questioning: Through questions and answers the teacher makes a point by asking children questions relating to what they have been doing ("John, what did you do in that last jump to help you get higher?").

Class Observations: Observing a class closely provides feedback for determining achievement, progress, and potential difficulties. As a result of observing children's responses, tasks may be clarified either for the class or for individuals experiencing difficulty.

Child Observations: Through observing individual children during the school year, it is possible to develop a movement picture for each child. This picture is used to evaluate the child's progress.

What To Observe: Observation provides feedback for potential difficulties in the following movement concepts:

Body awareness - Can children control their whole body in movement? (E.g., running, and stopping, laterally). Can children control individual body parts in different actions and movements, e.g., arms, legs, head? Do children know where their body parts are in their personal space when their body is in different positions, (shapes and spaces)? Can children achieve balance (stillness) in different ways?



The teacher needs to observe children in their actions and performance in each dimension and within each of the following areas: body awareness, space awareness, effort awareness and relationships with others.



Space awareness - Can children move efficiently and effectively in different directions, levels and pathways?

Effort awareness - Are children progressing in using effort, flow of movement, speed changes and contrast in heavy and light movements? Can children carry out a movement sequence or rhythmic response commensurate with their growth and development?

Relationships - Are children progressing in and able to, work with a partner and in groups in cooperative and competitive situations (commensurate with their growth and development)? Are children demonstrating enjoyment, initiative, freedom and inventiveness?

2. Use of Demonstrations

Demonstrations are effective teaching tools. They are useful to:

- Why?**
- clarify a task set by the teacher
 - help children see, practice and learn new skills from others
 - motivate children towards improving variety and quality

Demonstrations are most effective if the following procedures are followed:

- How?**
- children are directed what to observe
 - the demonstrators are in a good position
 - the demonstration is brief and succinct
 - demonstrations are used wisely and not too often
 - practise follows each demonstration
 - all children, at some point, get to demonstrate.

Demonstrations can be done by children. Some ways that demonstrations may occur include:

- Who?**
- one child to one child
 - one child to the class
 - half the class to half the class
 - the class observing two or three children at work
 - the teacher demonstrating an action, a skill, a possible response to a task. The child observes then responds by questioning, analyzing and moving.

D. Dress

Guidelines:

In order to determine what is suitable dress for a particular type of physical activity, the following guidelines are presented:

- Dress should allow for as much freedom of movement as possible.
- Dress should promote firm footing.
- Dress should promote safety.
- Running shoes should be worn for all outdoor activities and where the surface of the instruction area is rough or abrasive, or the activity is likely to be damaging to the feet through vigorous stops and starts, quick aggressive movements, and/or rough body contacts.
- Participation in bare feet during activities such as gymnastics and dance permits excellent grip, desirable refinements or movement, and superior foot and lower leg development. Children, therefore, may work in bare feet in the gymnastics and dance sections of the program where the floors, in the judgment of the teacher, are suitable for bare foot work.
- Where time and facilities permit, elementary teachers are strongly encouraged to change to suitable clothing. Gym shoes or bare feet are a necessity.
- A change from regular school clothing into appropriate gym clothing is strongly desirable.
- Children should learn to change in the minimum amount of time.

Expense:

It cannot be overly stressed that students should change into clothing appropriate for physical education. One of the best ways of encouraging this is for the teacher to set an example by doing so himself/herself. If time and supervision responsibilities do not allow for a teacher to change completely, a change in footwear is appropriate. Teachers should be aware that expensive dress, particularly footwear need not be purchased in order that a child be properly dressed. Low heeled canvas type gym shoes are far superior to "joggers" for the physical education activities performed in the gymnasium. It is still quite possible to be properly dressed for physical education with minimal expense.

D. Safety

It is the responsibility of the teacher to take every precaution to ensure the safety of the child in the gymnasium and on the playground. For maximum safety in the physical education lesson, the teacher should plan for student discipline, personal safety, equipment safety and accident procedures.

1. Discipline

Quiet work - In every physical education class, a quiet working atmosphere should prevail. The standards of behaviour that the teacher has established for a functional classroom cannot be discarded at the gymnasium door if the teacher expects to have a meaningful physical education class. Rather, some rules of appropriate behaviour may have to be modified to become more appropriate for the physical education class, but in general terms the same methods of discipline that work in the classroom will work in the physical education class.

This does not preclude the natural, enthusiastic response which may occur as a result of the ongoing experience. Discipline is related to activity and interest. If the child is given a maximum amount of purposeful activity at his level of interest, teacher-imposed discipline will be unnecessary. Established routines give the child a sense of security and, as a result, many of the situations which could lead to discipline problems are avoided.

2. Personal Safety

Children should be provided with the opportunity to review and constantly practice safety measures throughout all grades in the elementary school. Consideration to the following ideas will assist in creating a safe environment for physical education:

Spacing:

The development of an awareness of space is of vital importance to safety and skill development in games, gymnastics and dance. Children should be provided with many opportunities to: practice finding a space of their own; move freely in space; work in space with small equipment; arrange large apparatus to provide for adequate working space; work with equipment, or on apparatus in conjunction with a partner, or a small group.

Body Movement:

The child must be capable of controlling the body in any given situation. Provision is made within lessons for practicing such control during: quick stops and starts; flight; landings following balanced positions on various parts of the body; and landings involving rolling actions. These techniques should be practiced in relation to floor work and then related to work on the apparatus.

Attitude:

The attitude of a participant in any activity is nearly always a factor in any injury to oneself and others. Examples of this are fear, overconfidence, or uncontrolled aggressiveness. Children should be encouraged to be confident in their own abilities in order to learn and to perform the required activities. Accidents are an opportunity for learning and appreciating too. A system for analysis of each accident to find the possible causes and to appreciate some preventative measures which could have led to preventative actions and attitudes should be developed by each student and teacher.

3. Equipment Safety

In the interest of safety the teacher must assume responsibility for checking and ensuring that:

- All equipment has been properly assembled.
- All equipment is adjusted to suitable height for the activity.
- The equipment is properly spaced for various tasks assigned.
- All equipment is safe for use -- functioning properly and in good working order.
- Improvised equipment is suitable for the demands placed upon it.

4. Accident Procedures

Teachers should be aware of their school board's policies regarding procedures in the event of an accident.



Each child has his/her
standard of performance
and should be assessed
accordingly.



VI. EVALUATION

A. Evaluation of Student Progress

Evaluation is a questioning process of education that makes use of measurement techniques. Objectives are established as part of the program. To determine whether these objectives have been met, the performance of the participant has to be measured. Straub, in his text, The Lifetime Sports-Oriented Physical Education Program, states that education is the process which changes the learner. In order to know whether this change has been accomplished, we evaluate. Evaluation is the systematic collection of evidence to determine whether, in fact, certain changes are taking place in the learners. Once we evaluate, it is important to impart this information in a meaningful way through reporting.

The purpose of evaluation and reporting is to provide students, parents and teachers with information regarding the level of achievement related specifically to knowledge, skills, attitudes and social development.

Basic to achieving the objectives is the development of positive attitudes in the student toward learning. It must be recognized that in the school environment, quality relationships contribute greatly to each student's self-concept and progress in learning. An empathetic teacher-student relationship contributes to a positive learning environment.

Accurate assessment of the program and of student progress should be a part of the educational process. This can only be accomplished if the evaluation system has been clearly outlined. Once the objectives have been stated, the program formulated and carried out, there are means to determine whether these objectives have been met. Some of the more common methods of evaluation used are: observation, assessment of students' work, self-evaluation by student, and criterion-referenced and normative testing.¹

The objectives presented in Chapter 1 are the standards for student evaluation. Each child has his own standard of performance and should be assessed accordingly. For example, a child who is unable to attain a simple balance position at the beginning of a gymnastics unit, yet progresses to the point where he is able to demonstrate various balances, even though they may be simple, has achieved success and made significant progress.

¹Evaluation and Reporting In The Physical Education Program, monograph; Curriculum Services (Physical Education), Manitoba Department of Education, Winnipeg, Manitoba, 1982. Page 2.

In physical education, children should not be evaluated relative to how well the best student in the class performs. Rather, evaluation should be based on the degree to which children achieve their maximum potential relative to each objective.

Summative and Formative Evaluation:

There are two types of evaluation--summative and formative. Summative evaluation takes place when the learning process is completed, while formative evaluation is an integral part of the learning process. Some comparisons of the two are listed below:

<u>Summative</u>	<u>Formative</u>
How far did Susan throw the ball?	How many ways did Susan demonstrate throwing the ball?
What is Susan's percentile on the sit and reach?	Was Susan's body in control while throwing the ball?
Did Susan learn to throw the ball?	Did Susan demonstrate a mature throwing pattern?
	Did Susan demonstrate flexibility through the gymnastic movements?
	How can Susan improve her flexibility?
	How can Susan use her body in a variety of throwing patterns?
	What can Susan do to improve the distance she is throwing?
	What can Susan do to improve the accuracy with which she is throwing?

Both types can be helpful in providing relevant information in the evaluative process. Summative evaluation is more traditional, providing comparisons of achievement between groups of students and may result in the establishment of norms and comparisons with predetermined standards. Results are used to establish grades and to meet school division requirements for levels of achievement,

and to judge each student's performance in relation to how the student performs. It serves the system more than the child. On the other hand, a more student-centred type of evaluation is formative evaluation. We use this approach daily because it is an integral part of the learning process. It is important because it provides relevant information on what the student has learned, and provides the opportunity for adjusting the lesson to meet the student's needs. It permits the teacher to judge the child in relation to the immediate objectives.

Physical educators can utilize both types of evaluation to effectively cover all aspects of the program. If "hard data" are required, summative evaluation is important. If developmental information is required, formative evaluation would be the best choice.²

Guidelines For Evaluation:

Evaluation must be based on the program objectives.

Students and parents should be made aware of the evaluation methods to be used.

Evaluation procedures should reflect the stated objectives of the unit plan and should be commensurate with pupil potential and prior levels of achievement.

Evaluation procedures should be based on the policy of the school and the system.

Evaluation Format:

The format for reporting evaluation results may vary. Options such as percentages, one to nine scales, letter grades and scales from poor to excellent are some of the alternatives available. A teacher comment section is another important component. It provides teachers with the opportunity to communicate relevant and important information to students and parents. See Appendix A for examples.

² Op. Cit. p.3.

Fitness Evaluation:

One instrument for evaluating student fitness is the Canada Fitness Test. It is important to note that the Canada Fitness Test is a method for evaluating fitness and it should not be construed as a fitness program. Tests such as the Canada Fitness Test should not become the physical education program but only part of the fitness dimension which is included in a well balanced physical education program.

B. Evaluation of Program

Ongoing evaluation of the physical education program serves as a basis for upgrading which will provide insights into program strengths and weaknesses. For a program to be successful it should:

- Fulfill the goals and objectives as outlined in the Program of Studies.
- Provide for the enjoyment and fun of both children and teachers.
- Fulfill both the interests and needs of children and teacher.

Questions that teachers may ask to direct their evaluation might include:

- Is a large variety of physical education activities included in the program?
- Are the physical education activities promoting children's growth, development and interest?
- Are all children's needs (the atypical child, for example) being met through my physical education classes?
- Are the physical education classes promoting fitness?
- Can the goal of quality, daily physical education be met in my teaching situation?

- Are activities selected that account for individual differences?
- Are extra class activities offered which are commensurable with characteristics of children (e.g., play dens, free play with a variety of apparatus)?
- Are all facilities and equipment safe?
- Have I made use of all the possible space (indoors and outdoors) in offering daily, quality physical education?
- Is enough equipment available for each child to have one piece when appropriate?
- Do children look forward to going to physical education classes?
- Do I look forward to going to physical education?

VII. EQUIPMENT

A. EQUIPMENT PURCHASING GUIDELINES

This section will assist teachers in their selection of equipment for the physical education program. Some considerations when working on this task are:

1. The basic needs of the instructional program should be considered first. Consideration should be given for the purchasing of extra equipment for use at recess, noon hour or extra-class activities.
2. Price alone should not be the determining factor for purchasing equipment. Protection, safety, durability, performance and maintenance factors should also be considered.
3. School jurisdictions should consider establishing a central loan pool to provide the larger pieces of gymnastic apparatus and outdoor equipment necessary for the program.

B. SUGGESTED EQUIPMENT LIST

This list represents a basic collection of equipment required per school to implement the program. Other equipment may be added once the basic collection is reached. As well, large schools may need to increase the amount of certain equipment to allow for multiple classes to occur simultaneously. In jurisdictions where equipment is not already in place, it may be necessary to phase in the equipment over a period of time.

In compiling the list the principle of one piece of equipment per child was used in many instances. This is in keeping with the philosophy of the program. However, during the phase-in period, teachers are encouraged to improvise to achieve this goal. As an example, a classroom set of balls may consist of 10 nerf, 10 utility, and 10 soccer balls.

The list was compiled on the basis of a class size of 30 students.

<u>Item</u>	<u>Size/Description</u>	<u>Number</u>
1. Games		
(i) Balls - Basketball	size 6 rubber	30
Beach ball		15
Football	nerf	15
	junior rubber	15
Fun ball	softball size - 5" (eg: Cosom)	30
Gas filled	3" (eg: Jelinek)	30
Nerf ball	5"	30
	8 1/2"	30
Soccer ball	Size 4 nerf	30
	Size 4 rubber	30
	Size 4 leather	5
Softball	12"	15
Sponge ball	3" red/white/blue	30
Tetherball	rubber	2
Utility ball	5"	30
(heavy duty)	8 1/2"	30
	10"	30
Volleyball	Size 4 leather	15
Tennis ball	economy	30
(ii) Batons	12" lumni sticks	60
(iii) Bean bags	4" x 4"	30
(iv) Cones	18"	30
(v) Floor Hockey		
- sticks	42" handles (eg: Cosom)	30
- sponge pucks		30
- felt & leather pucks		30
(vi) Pilo Polo sets		3 sets of 12
(vii) Football flags & belts		3 sets of 12
(viii) Frisbees or flippy flyers		30
(ix) Hoops	heavy duty (eg: Cosom)	
	24"	15
	30"	15
	36"	30
(x) Paddles	plastic	30
(xi) Skipping ropes	1/4" cotton sash cord	
	8'	30
	15'	15
(xii) Scoops	plastic (eg: Cosom)	30

	<u>Item</u>	<u>Size/Description</u>	<u>Number</u>
(xiii)	Softball		
	- bases	rubber throw down	16
	- bats	plastic (eg: Safe-T-Play)	15
	- bats	aluminium 26", 28", 30"	15
	- masks	peewee size	4
	- tees	plastic (eg: Safe-T-Play)	15
(xiv)	Wands	36" wooden	30
(xv)	Volleyball nets	32" - synthetic cord	2
(xvi)	Volleyball standards		2
(xvii)	Skittles	wooden	30
(xviii)	Ball carriers	mobile	10
(xix)	Ball bag	net type	4
(xx)	Inflator	electric compressor with gauge	1
(xxi)	Pinnies	4 colors	30
(xxii)	Whistles	metal with rubber tips	24
(xxiii)	Parachute	20' - 28'	1
(xxiv)	Tug-of-war rope		1
(xxv)	First aid supplies		
(xxvi)	Cold pack	carton of 16	1

2. Gymnastics

(i)	Balance beam	practice-adjustable	1
(ii)	Benches	with hooks	8
(iii)	Wall climber	2 or 3 section with accessories	
(iv)	Trestles	4' 6" with bar	2
(v)	Mats	2' x 4' x 1" individual	30
		4' x 6' with velcro 4 sides	20
(vi)	Climbing ropes	15' to 18'	2
(vii)	Spring board	junior	1
(viii)	Vaulting box	3 section bar box	1
(ix)	Chinning bar	wall mounted	1
(x)	Balance stools	4'	2
(xi)	Peg board	12 hole	1

3. Dance

(i)	Cassette recorder	heavy duty, 10 watt output	1
(ii)	Record player	heavy duty, (eg: Califone 1155K)	1
(iii)	Tambour and beater	for teacher	1
(iv)	Tambourine	for teacher	1
(v)	Tone block	for teacher	1
(vi)	Triangles		2
(vii)	Claves		3

<u>Item</u>	<u>Size/Description</u>	<u>Number</u>
(viii) Cymbals		2 pairs
(ix) Cow bell		2
(x) Maracas		6 pairs
(xi) Tambours		3
(xii) Tambourines		3
(xiii) Tone blocks		9
(xiv) Storage unit	mobile, metal	1

4. Track and Field

(i) High jump standards	aluminum	2 pairs
(ii) Jump cord	polycord with weights	2
(iii) Stopwatches	electronic or mechanical	4
(iv) Tape measures	50'	1
	100'	1
(v) Landing pit	5' x 10' x 20" - folding	1
(vi) Line marker	wet or dry	2

5. Outdoor Pursuits

(i) Compasses	Silva	30
(ii) Hockey helmets	CSA approved	30
(iii) Snowshoes	plastic or wooden	30
(iv) Cross country skis	skis) central pool
	bindings	
	boots	
	poles	

C. Locally Constructed Equipment

Jurisdictions who wish to construct their own equipment should refer to the publication:

Innovative Playthings, by Margaret Ellis and A. Brian Nielsen.
Edmonton, University of Alberta Press, 1980.

D. PLANNING GUIDE

Jurisdictions planning new facilities or upgrading existing ones may wish to refer to A Guide to Planning of Physical Education Facilities in Alberta Schools, revised edition, Health and Physical Education Council of the Alberta Teachers' Association, 1979. Edmonton.

VIII. APPENDICES

Appendix A

Report Card Reference List

1. Physical Skills

- The child is developing/not developing control of (large) body movements.
- The child is developing/not developing rhythm in dance-type activities.
- The child is developing/not developing proper walking patterns (rhythmic arm-leg movement, fluid weight transfer, arm and leg follow-through, erect carriage, can follow a straight line).
- The child is developing/not developing proper running patterns (slight body lean, even flow and rhythm, uses both legs equally, heel-toe landing).
- The child is developing/not developing proper jumping patterns (uses arms in jumping, e.g., swinging back to initiate the jump and swinging up to head into the jump, can do one foot take-offs and one foot lands, one foot take-offs to two foot lands, two foot take-offs to one foot lands, can jump in place on same spot, can jump rope in a variety of ways).
- The child is developing/not developing proper hopping patterns (can take-off and land on the same foot, bends ankles, hips, can use either foot, can hop in a straight line, can hop to the right and to the left, uses arms properly).
- The child is developing/not developing proper skipping patterns (can alternate feet, can follow different pathways, maintains balance, moves in different directions, demonstrates ease and flow in movement, demonstrates opposition - arms and legs).
- The child is developing/not developing proper rolling techniques (rolls in different direction, demonstrates proper technique, e.g., tuck chin, weight on hands, can finish in a variety of positions, uses rolls in sequences demonstrating flow and continuity).

- The child is developing/not developing proper balance (on various body parts, maintains balance positions for 3 or more seconds, demonstrates extension of body parts, can arrive into and leave balances).
- The child is developing/not developing weight transference (cartwheels, dive rolls).
- The child is developing/not developing throwing skill (can use push and swing throws, demonstrates opposition, demonstrates use of both hands, uses whole body vs. isolating arms, demonstrates control, demonstrates accuracy, can achieve reasonable distance, demonstrates a variety of throws - under, over, side - can throw with reasonable accuracy on the run).
- The child is developing/not developing catching skill (can use both hands, can use right, left hand, can retain control, demonstrates "give" to lessen impact, points fingers up, demonstrates ease and control of movement, "braces" body to receive ball, demonstrates use of proper body position, catches a variety of throws (high-low)).
- The child is developing/not developing hitting with hand (swings evenly and directly, shifts weight with hit, can use either hand, demonstrates opposition, contacts objects squarely, uses body and arms together, demonstrates body rotation).
- The child is developing/not developing hitting with an implement (swings evenly and directly, shifts weight with hit, can use either hand, demonstrates opposition, contacts objects squarely, uses body and arms together, demonstrates body rotation).
- The child is developing/not developing kicking skill (swings leg from hip, demonstrating opposition, can kick in any direction, can kick while still, and moving, uses either foot, demonstrates ease and flow of movement, can kick still and moving objects, moves in the direction of the kick, traps with both feet, traps and can retain control of ball and balance).
- The child is developing/not developing body awareness (demonstrates awareness of all parts of body, can use body parts in unison, unilaterally or bilaterally, can demonstrate clear shapes using whole body, demonstrates body functions of twisting, bending and stretching, demonstrates symmetry and asymmetry).

- The child is developing/not developing effort awareness (demonstrates quick-slow movement; can use acceleration and deceleration, can use weight - heavy/soft, can use sudden and sustained movement in body parts meeting).
- The child is developing/not developing space awareness (can use all levels, can use all directions for movement, can use all pathways for movements, demonstrates extension of body parts in personal space, e.g., near, far, above, in front, behind, demonstrates increased awareness of and use of general space).
- The child is developing/not developing relationships (can use meeting and parting, unison, matching, mirroring, shadowing).

2. Physical Fitness

- The child is developing/not developing good posture (sitting, standing, walking).
- The child is developing/not developing weight control.
- The child perseveres when endurance is required.
- The child is developing/not developing strength in leg muscles, back and abdominal muscles.
- The child is developing/not developing speed in his running.
- The child is developing/not developing muscular endurance (can repeat certain activities such as hopping, jumping, etc., for extended periods of time).
- The child is developing/not developing eye/hand and foot/eye coordination.
- The child is developing/not developing muscular strength (can support or balance (suspend) his or her own weight).
- The child is developing/not developing heart/lung endurance (can maintain locomotion for reasonable lengths of time. Note: Children typically move in spurts, and should not be expected to run for extended periods. If a child can recover proper breathing from two or three minutes of running then he/she probably is progressing).

- The child is developing/not developing muscular power (use his/her muscular strength quickly).
- The child is developing/not developing agility (ability to move in different directions with balance, speed and control).

3. Knowledge and Understandings

- The child understands the activities being presented (follows instructions, interprets verbal cues properly).
- The child knows the rules which govern the activities in the gym (games, dance, gymnastics activities, your rules regarding procedures and routines).
- The child knows the various dance formation and steps taught.
- The child knows how to keep score.
- The child can judge space, distance and direction.
- The child is progressing in his/her ability to be creative.

4. Attitudes and Appreciations

- The child is developing/not developing self-discipline.
- The child is developing/not developing ability to take turns.
- The child is developing/not developing leadership/followership abilities.
- The child is developing/not developing interest in the welfare of others.
- The child is developing/not developing cheerfulness, and generosity and tolerance.
- The child is developing/not developing courteousness, and is willing to cooperate for the common good.
- The child is developing/not developing loyalty to a partner or group.
- The child is developing/not developing sympathy for less able children or for injured or hurt children.

Appendix B

Learning Resources

A. PRESCRIBED TEACHER RESOURCES

GRADES 1 - 3

1. Creative Dance, Grades 1 - 3. Unpublished, Red Deer School District #104.
2. Elementary School Skating by Doreen Ryan. Unpublished. (Grades 2 & 3).
3. Folk Dance. Calgary Board of Education.
4. Gymnastics, A Movement Approach. Calgary Board of Education, 1981.
5. Innovative Playthings. M. Ellis and A.B. Nielsen, 1980.
6. K-3 Games. Calgary Board of Education.
7. Orienteering, Level 1. Calgary Board of Education.
8. Tabloid Sports Day. Calgary Board of Education.
9. Track and Field in the Elementary School. Calgary Board of Education.

GRADES 4 - 6

1. Basic Skills Series. Calgary Board of Education.
 - Basketball Type Games
 - Fastball Type Games
 - Floor Hockey Type Games
 - Football Type Games
 - Hand, Paddle and Raquet Games
 - Relay Games
 - Scoopball Games
 - Soccer Type Games
 - Volleyball Type Games

2. Creative Dance, Grades 4-6. Unpublished, Red Deer Public School District #104.
3. Cross Country Skiing. Unpublished, Red Deer Public School District #104.
4. Elementary School Skating. Unpublished, Doreen Ryan.
5. Folk Dancing. Calgary Board of Education.
6. Gymnastics, A Movement Approach. Calgary Board of Education.
7. Innovative Playthings. By M. Ellis and A.B. Nielsen, 1980.
8. Snowshoeing. Unpublished, Red Deer Public School District #104.
9. Square Dance, Grades 4 - 6. Unpublished, Red Deer Public School District #104.
10. Orienteering, Level 1. Calgary Board of Education.
11. Tabloid Sports Day. Calgary Board of Education.
12. Track and Field in the Elementary School. Calgary Board of Education.

B. RECOMMENDED TEACHER RESOURCES

GRADES 1 - 3 (RECORDINGS)

1. Alley Cat. Bent Fabric or Kimbo.
2. Bunny Hop and Hokey Pokey. Anthony Ray.
3. Ding Dong Daddy. Jerry Vaughn.
4. Listen and Move. (8 record set) Macdonald and Evans.
5. Let's Square Dance, Album 1. Tom Evaul.

GRADES 4 - 6 (RECORDINGS)

1. Amos Moses.
2. Bossa Nova. Eydie Gorme.
3. Ding Dong Daddy. Jerry Vaughn.
4. Hustle. Van McCoy and The Soul City.
5. Hurry Scurry. Swedish Dance Band.
6. Jiffy Mixer. Andy Krehm.
7. Listen and Move. (8 record set) Macdonald and Evans.
8. Modern Square Dancing I & II. Hoctar 4037 & 4038.
9. Never on Sunday. Andy Krehm.
10. Salty Dog Rag. Andy Krehm.
11. The Slosh. Daniel Boone.
12. Ten Pretty Girls. Folk Craft.
13. Tennessee Wig Walk. Russ Morgan.
14. Teton Mountain Stomp. The Californians.
15. White Silver Sands. Al Russ Orchestra.

GRADES 1 - 6 (PRINT)

1. Physical Education for Elementary School Children. 5th edition,
Glenn Kirchner, 1981.
This book contains many useful ideas for teachers with a
background in teaching elementary physical education.
2. Sequential Unit, Theme and Lesson Plans. Glenn Kirchner.
This manual is useful for beginning teachers.

GRADES 1 - 6 (PROGRAMS)

Red Cross Swim Program

or

Y.M.C.A. Swim Program

TEACHER INSERVICE FILMS

1. Creative Folk Dance (MP4326TR).
2. Introducing the Elements of Movement Education (MP4257TR).
3. Physical Education Activities for the Classroom (MP4325TR).
4. Rhythmics In Movement (MP4327TR).
5. Theme Development In Movement Education (MP4260TR).

Kirchner, Glenn.

Vancouver, B.C.: Burbank Audio Visual/Simon Fraser University.
Distributed by Thomas Howe Associates Limited.

The films may be borrowed from:

The C.P.R.U. 1st Floor Edwards Building
10053 - 111 Street, Edmonton
T5K 2H8.

The order numbers are in brackets behind each title.

The series is included in the Elementary Physical Education
Inservice Package which will be available from ACCESS in
September, 1983.

GV 225 A3 A329 1982
ALBERTA DEPT OF EDUCATION
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